

## ECHS@DSU Curriculum Map

Unit Title: Geography Unit 1 – Themes and Principles	Course: Civics/Geography	Time to Complete: Approx. 3 weeks
--	--------------------------	-----------------------------------

Stage 1 – Desired Results	
<b>Applicable Standards:</b> Places: 6-8b, 9-12a Regions: 9-12a Maps: 9-12a	<b>Eligible Content:</b> 5 Themes of Geography, 8 Elements of Culture, 4 Principles of Geography
<b>Additional Measurable Outcomes:</b> No additional outcomes measured in this unit.	
Enduring Understandings:	Essential Questions (Limit 4):
<b>Later in life, students will still remember and/or understand that...</b>  In order to understand the world around us we can examine the geography and culture of a region as well as its relationship/connection to other regions.	<b>To show that they understand, students will answer...</b>  1. How do we describe the various regions of the world? 2. How can we describe the people who live in each region of the world? 3. How can we trace/track the relationships between different regions?
Key Knowledge:	Key Skills:
<b>In order to answer the essential questions, students will need to know...</b>  1. Five Themes of Geography 2. Eight Elements of Culture 3. Four Principles of Geography	<b>To help their understanding, students will need to be able to...</b>  1. Describe an area of the world using the 5 Themes of Geography. 2. Describe people from different areas of the world using the 8 Elements of Culture. 3. Explain why various areas/regions are connected using the 4 Principles of Geography.
Unit Summative Assessment:	
<i>In the space below describe the summative unit assessment that students will complete to show mastery of the unit's enduring understanding, essential questions, key knowledge, and skills.</i>	
Students will complete an analytical assessment for this unit consisting of being given an organizer with the 5 Themes, 8 Elements, and 4 Principles on it and asked to independently evaluate a given area of the Earth based on these criteria.	

## ECHS@DSU Curriculum Map

Stage 2 – Scope and Sequence			
Topic #1:	Topic #2:	Topic #3:	Topic #4 (if applicable):
<b>Title:</b> 5 Themes of Geography	<b>Title:</b> 8 Elements of Culture	<b>Title:</b> 4 Principles of Geography	<b>Title:</b> N/A
<b>Essential Question for this Topic:</b> How do we describe the various regions of the world?	<b>Essential Question for this Topic:</b> How can we describe the people who live in each region of the world?	<b>Essential Question for this Topic:</b> How can we trace/track the relationships between different regions?	<b>Essential Question for this Topic:</b>
<b>Key Vocabulary to Instruct:</b> Place, Region, Human-Env Interaction, Location, Movement	<b>Key Vocabulary to Instruct:</b> The 8 individual elements, culture, cultural hearth	<b>Key Vocabulary to Instruct:</b> Diffusion, Accessibility, Hierarchy, Complimentarity	<b>Key Vocabulary to Instruct:</b>
<b>Assessment for this Topic:</b> Application to describe an area.	<b>Assessment for this Topic:</b> Application to describe people from a different area.	<b>Assessment for this Topic:</b> Application to describe connections between regions.	<b>Assessment for this Topic:</b>
<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b>

*\*Each essential question is typically one lesson plan covering multiple days of instruction. Assessing each topic/essential question prior to moving on helps ensure content retention. Once students have successfully answered the individual essential questions, they are ready to master the key learning for the unit.*

Stage 3 – Differentiation
<i>The unit reflects grade-level standards and instruction. In the spaces below, describe how the unit can/will be differentiated for each of the levels listed.</i>
<p><b>Students Below Grade Level:</b> Extended time on class assignments and assessments, increased opportunities to work in groups, exemplars for projects/organizers.</p>
<p><b>Students Above Grade Level:</b> Opportunities for more in-depth analysis, discussion questions, additional historical examples.</p>

## ECHS@DSU Curriculum Map

Stage 4 – Supplemental Materials
Project and/or Activity Ideas for This Unit
<p><i>Below are some sample classroom activities and projects that can be used with this unit. These are not required items and are included below to assist in creative planning and student engagement. The teacher is free to make adjustments and/or modifications to these items in order to ensure the best instructional fit for their class. Please indicate if additional pages are attached with directions/rubrics, or other materials specific to a particular project or activity.</i></p>
<p>Graphic Organizers - Templates exist for organizing the 5 Themes and 8 Elements on single sheets. Locate/create these and have them be the main study tools for students.</p> <p>GeoGuessr - Use the GeoGuessr website to practice identifying location based on characteristics of place. Consider awarding prizes for best score or completing the game yourself and encouraging students to beat your high score.</p> <p>Google Maps/Earth - Various uses for regional comparisons, real-life examples, and models of geographic concepts. Use to increase student interest level and “buy-in” during these lessons by locating places they are familiar with.</p> <p>Geography Out of This World - Use Google Maps to examine the geography of another planet or moon and compare to the Earth.</p>
Suggested Resources
<p><i>Below are some sample resources that can be used in teaching this unit. Use of these items is not required and they are included in order to serve as a potential beginning for planning and lesson preparation. The resources below are meant to be meaningfully incorporated, as designed by the teacher, and are not intended to serve as a substitute for lesson planning or be misinterpreted as “the curriculum.”</i></p>
<p><a href="http://www.geoguessr.com">www.geoguessr.com</a> Google Maps Pre-printed graphic organizers</p>

Unit Title: Geography Unit 2 – Problem Solving with Maps	Course: Civics/Geography	Time to Complete: Approx. 3 weeks
--	--------------------------	-----------------------------------

Stage 1 – Desired Results
---------------------------

## ECHS@DSU Curriculum Map

<b>Applicable Standards:</b> Maps: 9-12a, 9-12b Places: 9-12a	<b>Eligible Content:</b> Various types of maps, latitude & longitude, interpreting information gained from maps.
<b>Additional Measurable Outcomes:</b> - Students will be able to determine the best location for a new city and support their conclusion with multiple pieces of information from maps of the area.	
<b>Enduring Understandings:</b>	<b>Essential Questions (Limit 4):</b>
<b>Later in life, students will still remember and/or understand that...</b>  There are many different ways to visually represent the Earth and these different representations can give us information to help solve problems.	<b>To show that they understand, students will answer...</b>  1. In what various ways can humans visually represent the Earth? 2. How can maps give us useful information about a place/region? 3. How can we use maps to solve problems or explain why events have occurred?
<b>Key Knowledge:</b>	<b>Key Skills:</b>
<b>In order to answer the essential questions, students will need to know...</b>  1. Various types of maps 2. Symbols and information represented on maps 3. Prior unit knowledge of culture and movement.	<b>To help their understanding, students will need to be able to...</b>  1. Gather data from a variety of maps. 2. Analyze data from maps and draw conclusions/summarize their findings. 3. Support conclusions/make recommendations with information gathered from maps. 4. Apply various types of maps/their information to solve a problem.
<b>Unit Summative Assessment:</b>	
<i>In the space below describe the summative unit assessment that students will complete to show mastery of the unit's enduring understanding, essential questions, key knowledge, and skills.</i>	
Students will complete a project for this unit requiring them to use maps to explain a pattern of human civilization/development, supporting their conclusions/explanations with evidence gathered from several maps.	

## ECHS@DSU Curriculum Map

Stage 2 – Scope and Sequence			
Topic #1:	Topic #2:	Topic #3:	Topic #4 (if applicable):
<b>Title:</b> Types of Maps	<b>Title:</b> Maps as Info Source	<b>Title:</b> Solving Problems with Maps	<b>Title:</b> N/A
<b>Essential Question for this Topic:</b> In what various ways can humans visually represent the Earth?	<b>Essential Question for this Topic:</b> How can maps give us useful information about a place/region?	<b>Essential Question for this Topic:</b> How can we use maps to solve problems or explain why events have occurred?	<b>Essential Question for this Topic:</b>
<b>Key Vocabulary to Instruct:</b> Political, physical, topographic maps, other varieties as well.	<b>Key Vocabulary to Instruct:</b> Key, legend, interpret, pattern	<b>Key Vocabulary to Instruct:</b> Problem-specific vocab depending on chosen examples	<b>Key Vocabulary to Instruct:</b>
<b>Assessment for this Topic:</b> Application to describe an area.	<b>Assessment for this Topic:</b> Application to describe people from a different area.	<b>Assessment for this Topic:</b> Application to describe connections between regions.	<b>Assessment for this Topic:</b>
<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b>

*\*Each essential question is typically one lesson plan covering multiple days of instruction. Assessing each topic/essential question prior to moving on helps ensure content retention. Once students have successfully answered the individual essential questions, they are ready to master the key learning for the unit.*

Stage 3 – Differentiation
<i>The unit reflects grade-level standards and instruction. In the spaces below, describe how the unit can/will be differentiated for each of the levels listed.</i>
<p><b>Students Below Grade Level:</b> Extended time on class assignments and assessments, increased opportunities to work in groups, exemplars for projects/organizers.</p>
<p><b>Students Above Grade Level:</b> Opportunities for more in-depth analysis, discussion questions, additional historical examples.</p>

## ECHS@DSU Curriculum Map

Stage 4 – Supplemental Materials		
Project and/or Activity Ideas for This Unit		
<p><i>Below are some sample classroom activities and projects that can be used with this unit. These are not required items and are included below to assist in creative planning and student engagement. The teacher is free to make adjustments and/or modifications to these items in order to ensure the best instructional fit for their class. Please indicate if additional pages are attached with directions/rubrics, or other materials specific to a particular project or activity.</i></p>		
<p><b>Catch a Crook Scavenger Hunt</b>                      - Use a series of maps to follow the trail of a fictional villain around the globe and bring him to justice! This can be used as an intro activity to gauge prior knowledge or, in an extended form, as the unit summative assessment, building in all skills/knowledge gained in the unit.</p>		
<p><b>Sci-Fi GPS</b>                      - Frame an activity of Captain Kirk and the starship Enterprise exploring a new planet. Use maps to gather the information requested by Starfleet command to chart this unknown world.</p>		
<p><b>Highways and Byways</b>                      - The US Interstate Highway System cost billions of dollars. Use maps to determine why the specific routes were chosen for specific major highways (I95, I40, etc.)</p>		
<p><b>GeoGuessr</b>                      - Use the GeoGuessr website to practice identifying location based on characteristics of place. Consider awarding prizes for best score or completing the game yourself and encouraging students to beat your high score.</p>		
<p><b>Google Maps/Earth</b>                      - Various uses for regional comparisons, real-life examples, and models of geographic concepts. Use to increase student interest level and “buy-in” during these lessons by locating places they are familiar with.</p>		
Suggested Resources		
<p><i>Below are some sample resources that can be used in teaching this unit. Use of these items is not required and they are included in order to serve as a potential beginning for planning and lesson preparation. The resources below are meant to be meaningfully incorporated, as designed by the teacher, and are not intended to serve as a substitute for lesson planning or be misinterpreted as “the curriculum.”</i></p>		
<p><a href="http://www.geoguessr.com">www.geoguessr.com</a>                      Google Maps                      Various pre-printed/pre-identified maps for activities                      It is useful to rely on as many local examples as possible, especially at the beginning of this unit.</p>		

Unit Title: Geography Unit 3 – Worldwide Connections	Course: Civics/Geography	Time to Complete: Approx. 3 weeks
---	--------------------------	-----------------------------------

Stage 1 – Desired Results
---------------------------

## ECHS@DSU Curriculum Map

<b>Applicable Standards:</b> Environment: 6-8a, 9-12a Places: 6-8b	<b>Eligible Content:</b> Ecosystems, sub-regions, human-environment interaction
<b>Additional Measurable Outcomes:</b> - Students will be able to select a specific example of human-environment interaction and analyze its positive and negative outcomes on the global environment.	
<b>Enduring Understandings:</b>	<b>Essential Questions (Limit 4):</b>
<b>Later in life, students will still remember and/or understand that...</b>  The Earth’s environment is made up of a series of inter-connected systems and humans have changed the environment in various ways over time.	<b>To show that they understand, students will answer...</b>  1. How do the various systems on Earth work together to create the natural environment? 2. Why do humans modify the environment and how do they do it? 3. Is human-environment interaction an overall positive force or a negative one?
<b>Key Knowledge:</b>	<b>Key Skills:</b>
<b>In order to answer the essential questions, students will need to know...</b>  1. Earth’s environmental systems 2. Concept of homeostasis 3. Examples of human-environment interaction	<b>To help their understanding, students will need to be able to...</b>  1. Summarize the inter-connectivity of the Earth’s systems. 2. Describe reasons why humans would seek to modify their natural environment. 3. Analyze examples of human-environment interaction and determine if they are positive or negative. 4. Consider the global impact of their actions and analyze their own behavior.
<b>Unit Summative Assessment:</b>	
<i>In the space below describe the summative unit assessment that students will complete to show mastery of the unit’s enduring understanding, essential questions, key knowledge, and skills.</i>	
The semester may end prior to the end of this unit, in which case the final exam will serve as the unit summative assessment. If the unit can be completed, the summative assessment will be an online assessment both covering the unit content and preparing for the final exam.	

## ECHS@DSU Curriculum Map

Stage 2 – Scope and Sequence			
Topic #1:	Topic #2:	Topic #3:	Topic #4 (if applicable):
<b>Title:</b> Earth’s Regions	<b>Title:</b> Earth’s Systems	<b>Title:</b> Human-Environment Interactions	<b>Title:</b> N/A
<b>Essential Question for this Topic:</b> How do the various systems on Earth work together to create the natural environment?	<b>Essential Question for this Topic:</b> Why do humans modify the environment and how do they do it?	<b>Essential Question for this Topic:</b> Is human-environment interaction an overall positive force or a negative one?	<b>Essential Question for this Topic:</b>
<b>Key Vocabulary to Instruct:</b> Region, sub-region	<b>Key Vocabulary to Instruct:</b> Physical systems, layers of atmosphere, layers of Earth	<b>Key Vocabulary to Instruct:</b> Global warming, deforestation, pollution	<b>Key Vocabulary to Instruct:</b>
<b>Assessment for this Topic:</b> Map quiz labeling and describing Earth’s regions.	<b>Assessment for this Topic:</b> Matching activity of system to location and function.	<b>Assessment for this Topic:</b> Analysis of positive/negative impacts of specific example(s).	<b>Assessment for this Topic:</b>
<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b>

*\*Each essential question is typically one lesson plan covering multiple days of instruction. Assessing each topic/essential question prior to moving on helps ensure content retention. Once students have successfully answered the individual essential questions, they are ready to master the key learning for the unit.*

Stage 3 – Differentiation
<i>The unit reflects grade-level standards and instruction. In the spaces below, describe how the unit can/will be differentiated for each of the levels listed.</i>
<p><b>Students Below Grade Level:</b> Extended time on class assignments and assessments, increased opportunities to work in groups, exemplars for projects/organizers.</p>
<p><b>Students Above Grade Level:</b> Opportunities for more in-depth analysis, discussion questions, additional historical examples.</p>

## ECHS@DSU Curriculum Map

Stage 4 – Supplemental Materials
Project and/or Activity Ideas for This Unit
<p><i>Below are some sample classroom activities and projects that can be used with this unit. These are not required items and are included below to assist in creative planning and student engagement. The teacher is free to make adjustments and/or modifications to these items in order to ensure the best instructional fit for their class. Please indicate if additional pages are attached with directions/rubrics, or other materials specific to a particular project or activity.</i></p>
<p>Google Maps/Earth - Various uses for regional comparisons, real-life examples, and models of geographic concepts. Use to increase student interest level and “buy-in” during these lessons by locating places they are familiar with.</p> <p>Bird’s-Eye View - Use aerial photographs of locations where the environment has been altered by humans (monuments, dams, bridges, etc.) and ask students to rate the level of impact (1 to 10) and why the alteration could be positive or negative.</p> <p>The Amazing Amazon - Begin with a brief overview of all the resources/wildlife, etc. found in the Amazon rainforest. Have students view/analyze satellite photos of deforestation over time and describe the consequences. *Connect to Civics content by asking “how could a concerned citizen have an impact on this problem?”</p> <p>Temperatures Where you Live - Ask students to locate data for average temperature in their town over the last X years and summarize how the environment has changed over time. An addition extension may involve students suggesting reasons for any observable changes.</p>
Suggested Resources
<p><i>Below are some sample resources that can be used in teaching this unit. Use of these items is not required and they are included in order to serve as a potential beginning for planning and lesson preparation. The resources below are meant to be meaningfully incorporated, as designed by the teacher, and are not intended to serve as a substitute for lesson planning or be misinterpreted as “the curriculum.”</i></p>
<p>Google Maps Various pre-printed/pre-identified aerial photos Information regarding the Amazon rainforest <a href="http://www.weather.com">www.weather.com</a> or other weather website Diagrams of Earth’s layers and regions</p>

Unit Title: Civics Unit 1 – Government Systems	Course: Civics/Geography	Time to Complete: Approx. 4 weeks
--	--------------------------	-----------------------------------

Stage 1 – Desired Results
---------------------------



## ECHS@DSU Curriculum Map

Stage 2 – Scope and Sequence			
Topic #1:	Topic #2:	Topic #3:	Topic #4 (if applicable):
<b>Title: The Road to Revolution</b>	<b>Title: The US System of Government</b>	<b>Title: Rights and Amendments</b>	<b>Title: Compare/Contrast World Governments</b>
<b>Essential Question:</b> Why did the United States decide to rebel against England and form a new country?	<b>Essential Question:</b> How is the US government structured and how do the branches maintain a balance of power?	<b>Essential Question:</b> What rights are guaranteed to US citizens and how have these rights changed over time?	<b>Essential Question:</b> How does the US system of government compare to others from around the world?
<b>Key Vocabulary to Instruct:</b> Stamp Act, Tea Act, Intolerable Acts, Parliament, etc.	<b>Key Vocabulary to Instruct:</b> Legislative, executive, judicial, Supreme Court, Checks and Balances, etc.	<b>Key Vocabulary to Instruct:</b> Amendment, Freedom/Liberty, etc.	<b>Key Vocabulary to Instruct:</b> Unitary, Confederal, Federal, Authoritarian
<b>Assessment for this Topic:</b> Timeline of events leading up to the Revolutionary War.	<b>Assessment for this Topic:</b> Visual representation of the checks and balances system.	<b>Assessment for this Topic:</b> Situational Amendment exercise/quiz.	<b>Assessment for this Topic:</b> Compare/Contrast chart with US and other government system(s).
<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week

*\*Each essential question is typically one lesson plan covering multiple days of instruction. Assessing each topic/essential question prior to moving on helps ensure content retention. Once students have successfully answered the individual essential questions, they are ready to master the key learning for the unit.*

Stage 3 – Differentiation
<i>The unit reflects grade-level standards and instruction. In the spaces below, describe how the unit can/will be differentiated for each of the levels listed.</i>
<p><b>Students Below Grade Level:</b> Materials uploaded to Schoology ahead of lessons for review, extended time to complete/submit assignments, master copies of completed work/exemplars.</p>
<p><b>Students Above Grade Level:</b> Additional examples, increased rigor requirements for in-class activities.</p>

## ECHS@DSU Curriculum Map

Stage 4 – Supplemental Materials
Project and/or Activity Ideas for This Unit
<p><i>Below are some sample classroom activities and projects that can be used with this unit. These are not required items and are included below to assist in creative planning and student engagement. The teacher is free to make adjustments and/or modifications to these items in order to ensure the best instructional fit for their class. Please indicate if additional pages are attached with directions/rubrics, or other materials specific to a particular project or activity.</i></p>
<p>Legislative Simulation</p> <ul style="list-style-type: none"><li>- Have the class take on the roles of the House and Senate and the teacher is the President. Attempt to pass various pieces of legislation following Congressional procedures/voting rules.</li></ul>
<p>Fictional Court Case(s)</p> <ul style="list-style-type: none"><li>- Locate or create a fictional Supreme Court case summary and date it the day of the lesson. Ask student groups to analyze the case, highlight any Amendments in play and summarize their opinions similar to how Supreme Court Justices would do.</li></ul>
<p>Situational Amendment Application</p> <ul style="list-style-type: none"><li>- Locate or create a series of scenarios involving the application of Amendments and ask students to determine the appropriate outcome by applying the Amendments.</li><li>- Online version of this activity is available at <a href="http://www.icivics.com">www.icivics.com</a>.</li></ul>
<p>Checks and Balances Organizer</p> <ul style="list-style-type: none"><li>- Locate or create a graphic organizer incorporating all aspects of the system of checks and balances. Allow students to use this organizer as their main study tool for this material.</li></ul>
<p>Landmark Court Case Index Card Video</p> <ul style="list-style-type: none"><li>- Student groups create a silent “index card video” (see link for sample format) summarizing a major Supreme Court case and the Amendments at play in that case.</li></ul>
Suggested Resources
<p><i>Below are some sample resources that can be used in teaching this unit. Use of these items is not required and they are included in order to serve as a potential beginning for planning and lesson preparation. The resources below are meant to be meaningfully incorporated, as designed by the teacher, and are not intended to serve as a substitute for lesson planning or be misinterpreted as “the curriculum.”</i></p>
<p>Sample Index Card Video: <a href="https://www.youtube.com/watch?v=t_h1eIEhpT4">https://www.youtube.com/watch?v=t_h1eIEhpT4</a> <a href="http://www.icivics.com">www.icivics.com</a> <a href="https://www.youtube.com/watch?v=v9O1pbFjj4o">https://www.youtube.com/watch?v=v9O1pbFjj4o</a> <a href="https://www.youtube.com/watch?v=PWeaLGealHQ">https://www.youtube.com/watch?v=PWeaLGealHQ</a></p>

## ECHS@DSU Curriculum Map

Unit Title: Civics Unit 2 - Politics	Course: Civics/Geography	Time to Complete: Approx. 4 weeks
--------------------------------------	--------------------------	-----------------------------------

Stage 1 – Desired Results	
<b>Applicable Standards:</b> Politics: 6-8b, 9-12a, 9-12b (Remedial standards included to address varying levels of background knowledge)	<b>Eligible Content:</b> Political parties, interest groups, political ideologies, Presidential election process.
<b>Additional Measurable Outcomes:</b> - Students will be able to create a fictional political party and corresponding platform. - Students will be able to analyze historical election results using electoral maps.	
Enduring Understandings:	Essential Questions (Limit 4):
<b>Later in life, students will still remember and/or understand that...</b>  While not in the Constitution, political parties and interest groups play a significant role in the American political system.	<b>To show that they understand, students will answer...</b>  1. How do political parties get people involved in politics? 2. How do interest groups impact the functioning of the US government? 3. How are Presidents elected in the US?
Key Knowledge:	Key Skills:
<b>In order to answer the essential questions, students will need to know...</b>  1. Purpose of political parties 2. Goal(s) of interest groups 3. Presidential election process 4. Electoral/Popular vote systems 5. Swing states/electoral maps	<b>To help their understanding, students will need to be able to...</b>  1. Describe the goals and methods of political parties and interest groups. 2. Summarize the Presidential election process. 3. Analyze election results using electoral maps. 4. Evaluate an election strategy based on the electoral map.
Unit Summative Assessment:	
<i>In the space below describe the summative unit assessment that students will complete to show mastery of the unit's enduring understanding, essential questions, key knowledge, and skills.</i>	
Students will complete an online exam covering the key knowledge and skills in this unit. Exam will be composed of multiple choice, true/false, and short answer questions.	

## ECHS@DSU Curriculum Map

Stage 2 – Scope and Sequence			
Topic #1:	Topic #2:	Topic #3:	Topic #4 (if applicable):
<b>Title: Political Parties</b>	<b>Title: Interest Groups</b>	<b>Title: Election Process</b>	<b>Title: N/A</b>
<b>Essential Question for this Topic:</b> How do political parties get people involved in politics?	<b>Essential Question for this Topic:</b> How do interest groups impact the functioning of the US government?	<b>Essential Question for this Topic:</b> How are Presidents elected in the US?	<b>Essential Question for this Topic:</b>
<b>Key Vocabulary to Instruct:</b> Platform, republican, democrat, political ideology, liberal, conservative	<b>Key Vocabulary to Instruct:</b> Interest group, advocacy, etc.	<b>Key Vocabulary to Instruct:</b> Primary, electoral college, electoral vote, electoral map, popular vote.	<b>Key Vocabulary to Instruct:</b>
<b>Assessment for this Topic:</b> Create a political party and corresponding platform.	<b>Assessment for this Topic:</b> Interest group impact summary.	<b>Assessment for this Topic:</b> Foldable organizer of election steps.	<b>Assessment for this Topic:</b>
<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b> 1 week	<b>Time to Complete:</b>

*\*Each essential question is typically one lesson plan covering multiple days of instruction. Assessing each topic/essential question prior to moving on helps ensure content retention. Once students have successfully answered the individual essential questions, they are ready to master the key learning for the unit.*

Stage 3 – Differentiation
<i>The unit reflects grade-level standards and instruction. In the spaces below, describe how the unit can/will be differentiated for each of the levels listed.</i>
<p><b>Students Below Grade Level:</b> Extended time on class assignments and assessments, increased opportunities to work in groups, exemplars for projects/organizers.</p>
<p><b>Students Above Grade Level:</b> Opportunities for more in-depth analysis, discussion questions, historical election analysis.</p>

## ECHS@DSU Curriculum Map

<b>Stage 4 – Supplemental Materials</b>
<b>Project and/or Activity Ideas for This Unit</b>
<p><i>Below are some sample classroom activities and projects that can be used with this unit. These are not required items and are included below to assist in creative planning and student engagement. The teacher is free to make adjustments and/or modifications to these items in order to ensure the best instructional fit for their class. Please indicate if additional pages are attached with directions/rubrics, or other materials specific to a particular project or activity.</i></p>
<p>Liberal/Conservative Ideology Quiz - Online quiz from Pew Research Center that will assist students in identifying their political ideology. Summary paragraph/questions related to whether or not their results match what they expected to receive.</p> <p>Election Foldable - Break down the Presidential election process to 6-8 steps/parts and create a foldable organizer for students to complete and use as their main study tool for this content.</p> <p>Road to the White House Game - Simulation of the election process through <a href="http://www.icivics.com">www.icivics.com</a>. Play until all students have been successfully elected President. Follow-up game for after they become President is also available.</p> <p>Create a Party - Students can create a sample political party and a corresponding political platform and present to the class. Amount of structure/scaffolding will vary based on groups/audience.</p>
<b>Suggested Resources</b>
<p><i>Below are some sample resources that can be used in teaching this unit. Use of these items is not required and they are included in order to serve as a potential beginning for planning and lesson preparation. The resources below are meant to be meaningfully incorporated, as designed by the teacher, and are not intended to serve as a substitute for lesson planning or be misinterpreted as “the curriculum.”</i></p>
<p>Political Ideology Quiz: <a href="http://www.people-press.org/quiz/political-typology/">http://www.people-press.org/quiz/political-typology/</a> More In-Depth Ideology Quiz: <a href="https://www.isidewith.com/political-quiz">https://www.isidewith.com/political-quiz</a> Various historical electoral maps available online. <a href="http://www.icivics.com">www.icivics.com</a></p>