

SEVENTH GRADE

Civics

The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of the constitutional democracy that established the republic of the United States of America. These standards incorporate the strands of economics, geography, history, and civics and government with an obvious emphasis on political ideology. They address representative democracy, individual rights and freedoms, law, personal finance, and civic responsibilities.

Students at this age should be able to assume more responsibilities in their family, school, and community roles. To address this concern, students are given opportunities to apply civic knowledge to problem-based learning situations in the community and to other activities that foster increased personal responsibility.

The classroom instructional environment should provide students with numerous opportunities to participate in learning activities that incorporate a variety of formats and learning tools, including role playing, debate, and hands-on activities as well as the use of graphic organizers, texts, charts, and graphs. Students should have multiple opportunities for listening, reading, and writing activities as well as group and individual projects. Culminating projects ensure that students apply their civic knowledge and skills to understand local, national, and international issues.

Students will:

E	G	H	CG
		✓	✓

1. Compare influences of ancient Greece, the Roman Republic, the Judeo-Christian tradition, the Magna Carta, federalism, the Mayflower Compact, the English Bill of Rights, the House of Burgesses, and the Petition of Rights on the government of the United States.

E	G	H	CG
		✓	✓

2. Explain essential characteristics of the political system of the United States, including the organization and function of political parties and the process of selecting political leaders.
 - Describing the influence of John Locke, Thomas Hobbes, Jean-Jacques Rousseau, Thomas Paine, Niccolò Machiavelli, Charles de Montesquieu, and François-Marie Arouet (Voltaire) on the political system of the United States

E	G	H	CG
		✓	✓

3. Compare the government of the United States with other governmental systems, including monarchy, limited monarchy, oligarchy, dictatorship, theocracy, and pure democracy.

E	G	H	CG
✓		✓	✓

4. Describe structures of state and local governments in the United States, including major Alabama offices and officeholders. 

- Describing how local and state governments are funded 

E	G	H	CG
	✓	✓	✓

5. Compare duties and functions of members of the legislative, executive, and judicial branches of Alabama's local and state governments and of the national government. 

- Locating political and geographic districts of the legislative, executive, and judicial branches of Alabama's local and state governments and of the national government 
- Describing the organization and jurisdiction of courts at the local, state, and national levels within the judicial system of the United States 
- Explaining concepts of separation of powers and checks and balances among the three branches of state and national governments 

E	G	H	CG
		✓	✓

6. Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.

- Explaining rights of citizens as guaranteed by the Bill of Rights under the Constitution of the United States
- Explaining what is meant by the term *rule of law*
- Justifying consequences of committing a civil or criminal offense
- Contrasting juvenile and adult laws at local, state, and federal levels 

E	G	H	CG
✓	✓	✓	

7. Determine how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them.

- Using economic concepts to explain historical and current developments and issues in global, national, state, or local contexts 
Example: increase in oil prices resulting from supply and demand
- Analyzing agriculture, tourism, and urban growth in Alabama for their impact on economic development 

E	G	H	CG
✓		✓	✓

8. Appraise the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, and the stock market.

- Describing effects of government policies on the free market
- Identifying laws protecting rights of consumers and avenues of recourse when those rights are violated
- Comparing economic systems, including market, command, and traditional

E	G	H	CG
✓			✓

9. Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, insurance, checking and savings accounts, loans, investments, credit, and comparison shopping.

E	G	H	CG
		✓	✓

10. Describe individual and civic responsibilities of citizens of the United States.

Examples: individual—respect for rights of others, self-discipline, negotiation, compromise, fiscal responsibility
civic—respect for law, patriotism, participation in political process, fiscal responsibility

- Differentiating rights, privileges, duties, and responsibilities between citizens and noncitizens
- Explaining how United States' citizenship is acquired by immigrants
- Explaining character traits that are beneficial to individuals and society

Examples: honesty, courage, compassion, civility, loyalty

E	G	H	CG
✓		✓	✓

11. Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.

Examples: social—family values, peer pressure, education opportunities, women in the workplace
economic—career opportunities, disposable income, consumption of goods and services

- Determining benefits of Alabama's role in world trade
- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role

E	G	H	CG
✓	✓	✓	✓

12. Describe how the United States can be improved by individual and group participation in civic and community activities.

- Identifying options for civic and community action
Examples: investigating the feasibility of a specific solution to a traffic problem, developing a plan for construction of a subdivision, using maps to make and justify decisions about best locations for public facilities
- Determining ways to participate in the political process
Examples: voting, running for office, serving on a jury, writing letters, being involved in political parties and political campaigns

E	G	H	CG
			✓

13. Identify contemporary American issues since 2001, including the establishment of the United States Department of Homeland Security, the enactment of the Patriot Act of 2001, and the impact of media analysis.