

ALCOSS: 7.1C (7.1 in 2004 COS, p. 50)

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.

Mastered:

Students can identify from which ancient European countries and documents the United States government received its early influences.

Present:

Students will describe and compare how the ancient Greek, Roman, and Judeo-Christian traditions along with early English and America charters and documents influenced the government of the United States of America.

Going Forward:

Students will describe and trace multiple characteristics from each of the early influences and understand how they have intertwined themselves into the existence with each other and how they have helped to shape the United States government.

Present and Going Forward Vocabulary:

Civics, congress, parliament, burgesses, charter, citizen, citizenship, democracy, concurrent powers, direct democracy, enumerated powers, limited government, petition, representative democracy, republic, reserved powers, rule of law

Career Connections:

Archives Specialist, Archivist, Economist, Historical Writer, Librarian Specialist, Teacher

Advanced Understanding & Activity (Alternate activity): Students may choose one or more activities to complete. Student page found in Appendix A.

I CAN...

The student will choose two or more "I CAN..." activities to accomplish, as time permits.

1. Make a PowerPoint about ancient Greece, Rome and Judeo-Christian traditions. Research the influences of government and religion. Present to your audience on how they became visible in the United States and how each one affects our country today.
2. Research the Mayflower Compact and make a children's book. Describe the voyage to America, the purpose and the content of the compact, the signers, and the impact of the document on the United States. Include artwork and site sources.
3. Make a poster with a large Venn diagram. In the center write the word FEDERALISM (CONCURRENT POWERS). Label one circle "Enumerated Powers" and label the other circle "Reserved Powers." Compare the powers of the state government to those of the federal government and place them in the Venn diagram.
4. Compare the rights that are in the English Bill of Rights to those in the Bill of Rights found in the U.S Constitution. Write your thoughts, feelings, and opinions regarding each of these laws.
5. Pretend you are one of the first representatives in the House of Burgesses. Write a letter explaining what your colony wants and needs. Then develop a plan to sell your idea to the rest of the representatives at the next meeting.
6. Create a skit, role play, TV show, comedy, or drama play to show how the Magna Carta, the Petition of Rights, and the rule of law has affected the everyday life in the United States. Be sure to show rule of law and the lack of rule of law.

Literature Connections:

- **Digital History:** <http://www.digitalhistory.uh.edu/>
- **Primary Documents:**
 - <http://ehistory.osu.edu/osu/default.cfm>
 - <http://www.constitution.org/primarysources/primarysources.html>
 - http://en.wikipedia.org/wiki/Bill_of_Rights_1689
 - <http://quizlet.com/6841458/documents-that-influenced-ideas-about-the-us-government-flash-cards/>
 - <http://library.thinkquest.org/11572/origins/files/english.html>

- http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html
- <http://www.allabouthistory.org/mayflower-compact.htm>

ALCOSS: 7.2C (7.1 in 2004 COS, p. 50)

Explain essential characteristics of the political system of the United States, including the organization and functions 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 Voltaire on the political system of the United States.

<p>Mastered: Students can describe the characteristics, organizations, and the function of the political parties and systems in the United States. They can also describe the process for selecting political leaders of the United States. Students also can describe the influences of philosophers on the U.S. political system.</p>	<p>Present: Students will analyze, compare and contrast the differences between the democratic and republican parties. Students also can describe the influences of philosophers on the U.S. political system.</p>	<p>Going Forward: Students will analyze, compare and contrast their findings from the democratic and republican parties to that of third parties. Students will find out why no third party candidate has ever been elected to office. Students also can describe influences of philosophers on the U.S. political system.</p>
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Present and Going Forward Vocabulary:
Ballot, campaign, caucuses, checks and balances, Common Sense, democrat, electoral college, general election, independent, liberty, national conventions, nomination, plank, platform, political party, primary election, republican, separation of powers, Social Contract, sovereignty, split ticket, straight ticket, the ticket, third party, two party system

Career Connections:
Attorney General, District Attorney, Historian, Legal Analyst, Legislative Aide, Legislative Staff, Legislator, Lobbyist, Political Scientists, Politician, Sociologists, Teacher

Advanced Understanding & Activity (Alternate activity): Students may choose to complete one or more activities. Student page found in Appendix A.

Activity 1. Think Fast
Students will use the “Think Fast” activity to brainstorm or research things related to political parties.

P	List the two major political parties in the U.S.
O	Name three third parties.
L	Identify four states with over 20 electoral votes.
I	Describe five planks that are part of Presidential platforms.
T	Explain why no third party candidate has ever been elected to the Presidency.
I	Identify which governmental concept Montesquieu believed.
C	Explain why the elephant and donkey are the mascots of the two major political parties.
I	Explain the purpose of the 23 rd amendment.
A	List the total number of electoral votes and the number required to win.
L	List one theory that John Locke had about government.
P	Explain how Thomas Hobbes described a nation without government.
A	Name three government injustices that Voltaire could write a play about today.
R	List three concepts that are important parts of the Social Contract.
T	Identify the states with the lowest electoral votes.
I	Explain why John Adams liked Machiavelli’s beliefs about government.
E	Explain how the electoral college operates.

S List three reasons why Common Sense was written.

Activity 2. Advertising/Internet Research

Students will research the two major political parties in the United States. They will read about the issues or platforms on the Internet. Use a Venn diagram to compare and contrast how each party reacts to each issue/plank. Make a brochure of each candidate’s platform/planks (ideas) and create posters and signs highlighting the most important issues. Look up any words or programs that are unfamiliar. Which political party beliefs seem to match more closely to yours? Explain.

Literature Connections:

- Political Parties Rap-Smart Songs: <http://www.youtube.com/watch?v=1lt-f3QQ7-A>
- Political Parties: <http://ICivics.org>
- Democratic Party: <http://www.democrats.org/>
- Republican Party: <http://www.gop.com/getconnected/getconnected.htm>
- Third Parties: <http://www.dcpoliticalreport.com/PartyLink.htm>
- Ben’s Guide to U.S. Government for Kids: <http://bensguide.gpo.gov/6-8/election/primary.html>

ALCOSS: 7.3C (7.3 in 2004 COS, p. 50)

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

Mastered:

Students can compare the government of the United States to other governmental systems.

Present:

Students will distinguish the similarities and differences between the government of the United States and the other governmental systems.

Going Forward:

Students will discuss the connections between the different governments and how they relate to the United States. They can weigh each of the governmental systems against the United States and debate what it has or has not contributed to our county.

Present and Going Forward Vocabulary:

Constitution, assemblies, citizens, government, inherited rights, opposition, representatives

Career Connections:

Civil Service, Foreign Affairs Officer, Political Scientist, Professor, Teacher, Freelance Writer, Journalist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

RAFT

Students will apply their knowledge of other governmental systems to create products. Student will choose three rows to complete. They will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT.

Role	Audience	Format	Topic
King	The English Colonies in America	Jingle, Rap or chant	I've Got The Power!
Monarch	Constitution	Memo	I'm tired of sharing. Let's go back to the way it was!
A clique	Peasants	Campaign	You don't stand a chance against us!
Dictatorship	Self	Diary	I am so proud of me...this is what I did today...
A person who has lost their faith in humanity	A lone, shining star against a velvet, black sky	Poem or serious speech	Religion find us and help us...we need you now!
Colonists	British Government	Complaint letter	We shall vote and each man will have a voice.

Literature Connections:

Web sites:

- <http://en.wikipedia.org/wiki/Monarchy>
- http://en.wikipedia.org/wiki/Constitutional_monarchy
- <http://en.wikipedia.org/wiki/Oligarchy>
- <http://en.wikipedia.org/wiki/Dictatorship>
- <http://en.wikipedia.org/wiki/Theocracy>
- http://en.wikipedia.org/wiki/Direct_democracy

Books:

- Harris, N. Monarchy (Systems of Government). NY: World Almanac Library. 2005.
- Plummer, C. & Fortescue, J. The Governance of England: Otherwise Called the Difference Between an Absolute and a Limited Monarchy. Charleston, SC: Nabu Press. 2010.
- Winters, J. A. Oligarchy. NY: Cambridge University Press. 2011.
- Dowswell, P. Dictatorship (Systems of Government). NY: Gareth Stevens Publishing. 2005.

ALCOSS: 7.4C (7.3 in 2004 COS, p. 50)

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.

Mastered:

Students can describe structures of state and local governments in the United States and identify major Alabama offices and officeholders.

Present:

Students will describe the structure of the state and local governments, the officeholders of each and how each level can work independently and in conjunction with the other.

Going Forward:

Students will describe the structure and office of the state and local government. Through further research, students will discover the last level of government, the national level.

Present and Going Forward Vocabulary:

Constituent, Governor, Lt. Governor, Reserved powers, State Constitution and Law, apportionment, assembly, capital, city charter, commission, congress, council, county, county, elections, home rule, house, incorporate, lobbyists, mayor, ordinance, politicians, pork barrel projects, public policy, senate, state legislature

Career Connections:

Elected Local office, Elected State Office, Government Jobs on the State or Local Level, Professor, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

RAFT

Students will apply their knowledge of state and local governments and the officeholders to create products. Student will choose two rows to complete. They will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT.

Role	Audience	Format	Topic
Governor	Middle School Students	Set of directions	How to get where I am!
Taxes	Citizens of a city	Jingle, song, or rap	You pay me, I give to you...
Capitol Building in Montgomery	Public of Alabama	Commercial	To Be Considered a Part of This Family
Legislator	Constituents	Apology	What was I thinking?
Pork barrel projects	Citizens	Poem	What becomes of me after an election?
Newborn Baby	Newly elected legislator	Pictograph	How your decisions will affect my life.

Literature Connections:

- State Web sites, Games and Activities: <http://www.kids.gov/>
- State of Alabama's Web site: <http://www.alabama.gov/portal/index.jsp>
- Alabama's State Legislature: <http://www.legislature.state.al.us/>
- Alabama Statehood: http://www.netstate.com/states/government/al_government.htm
- State and Local Government: <http://www.whitehouse.gov/our-government/state-and-local-government>
- Jackson, H. H. *Inside Alabama: A Personal History of My State.* Tuscaloosa, AL: Fire Ant Books. 2004.
- Alabama Department of Archive and History. *The Alabama Guide: Our People, Resources, and Government.* Tuscaloosa, AL: University of Alabama Press. 2009.

ALCOSS: 7.5 C (7.4 in 2004 COS, p. 50)

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 government 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.

Mastered:

Students can describe the duties and functions of members of the three branches on government, three levels of government and the three tiers of courts. Students can also describe the separation of powers and checks and balances among the three branches and three levels of government.

Present:

Students will apply their knowledge of the branches of government, the three levels of government, and the three tiers of the courts systems.

Going Forward:

Students will research and describe the duties and functions of members of the three branches of government in respect to the three levels of government. Students can also describe the organization of courts at the three levels of government and explain governmental concepts such as the separation of powers and checks and balances among the three branches and three levels.

Present and Going Forward Vocabulary:

Appellate Courts, Cabinet, Chief Justice, Congressmen, District Courts, Governor, Mayor, President, President pro Tempore, Speaker of the House, Supreme Court, Vice President.

Career Connections:

- U.S. Government Departments and Agencies:
<http://www.usa.gov/directory/federal/index.shtml>

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Thinker Keys

Students will apply their knowledge of the levels of government, branches of government, and tiers of courts to make deductions, create materials, and appraise situations. The teacher and student will agree on the number of “keys” to accomplish. The student chooses the keys and completes the contract.

What if?	What if the systems of checks and balances did not exist? What effect would it have?
Reverse Listing	Which tiers of courts do not have juries and why?
Disadvantages	What are the disadvantages of not setting term limits for Congressmen?
Combination	Combine the two and describe the outcome: A State law goes against the United States Constitution.
BAR-Bigger, Add, Replace	Citizen’s Rights Make a citizen’s rights bigger, add to it to make it better, or replace something to improve it.
Alphabet	Compile a list of words with a picture or explanation of each from A-Z. All words should be on the topic of the National Government.
Variations	How many ways can you describe how the President interacts with the other two branches of government?
Prediction	Predict what will happen in the seating of the Supreme Court in the years to come.
Different Uses	List three things that an Appellate Court can do.
Ridiculous	Justify the following idea by developing a case to support it: Presidents of the United States should not have term limits.
Commonality	Using a Venn Diagram find common points between the three branches of government. This will include checks and balances.
Question	Think of five questions to go with one of the answers below: Docket, Impeach, Plaintiff, Defendant, Civil, or Criminal
Brainstorming	Brainstorm a list of practical, creative, or innovative ways to advertise new laws like “No Texting” while driving.
Inventions	Outline an idea on what to do with defaced government signs like stop signs, street signs, or road signs.
Brick Wall	“Break down the Wall” by outlining other ways to deal with this situation. We must have laws. What would we do when faced with a situation where this did not exist?
Construction	Produce a creative model of the branches of government, levels of government, and the court system.
Forced Relationships	Create a way to measure which branch of government is probably stronger than the others.
Alternative	How can the same exact court case with the same circumstances have different outcomes?
Interpretation	Using primary and secondary source documents to support your position, explain the following statement. The judicial system can never be completely fair because of legal counsel and personal prejudices.

Literature Connections:

- Branches of Government: Games and Activities: <http://www.kids.gov/>
- Ben’s Guide to U.S. Government for Kids: <http://bensguide.gpo.gov/3-5/government/branches.html>
- Smartsongs: Three Branches Rap- Smart Songs: http://www.youtube.com/watch?v=ZCB8EOY5d48&feature=watch_response
- Congress for Kids: http://www.congressforkids.net/games/threebranches/2_threebranches.htm
- State and Local Government: <http://www.whitehouse.gov/our-government/state-and-local-government>

ALCOSS: 7.6C (7.5 in 2004 COS, p. 51)

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.

Mastered:

Students can explain juvenile, adult, civil, and criminal law within the United States.

Present:

Students will create and compose explanations of rights guaranteed by The Bill of Rights and under which laws those rights fall under.

Going Forward:

Students will be able to interpret the differences between juvenile, adult, civil, and criminal laws and apply it to the laws of the Constitution (specifically The Bill of Rights) and use it in everyday events.

Present and Going Forward Vocabulary:

Acquittal, aftercare, appeal, arbitration, arraignment, complaint, crime, cross-examine, defendant, defense, detention, discovery, due process, felony, fifth amendment, hearing, hung jury, indictment, injunction, jail, juvenile, juvenile delinquent, mediation, minor, misdemeanor, offense, parole, penal code, plaintiff, plea bargaining, pleadings, prison, probation, prosecution, rehabilitate, rights of the accused, rule of law, summons, testimony, trial, verdict, violation

Career Connections:

Bankruptcy Lawyer, Border Patrol Agent, CIA Agent, Canine Officer, Lawyer, Corporate Security, Correctional Officer, Crime Scene Analyst, Defense Attorney, District Attorney, Detective, FBI Special Agent, Fire Inspector, Firefighter, Game Warden, Immigration Officer, Intelligence Analyst Law Enforcement Officer, Law Professor, Lawyer, Legal Career Counselor, Legal Office Manager, Mediator, Paralegal, Park Ranger, Parole Officer, Police Detective, Police Officer, Resolution Specialist, Secret Service Agent, Sheriff, State Trooper

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

TIC-TAC-TOE

Students will compose and create works based on their knowledge of civil, criminal, or juvenile law. Students will choose three activities in a row, column, or diagonal, just like TIC-TAC-TOE. Then students will complete the contract to submit to their teacher.

1. Rewrite the Bill of Rights in simple words so that a small child could understand.	2. Create a small flipbook of the Miranda Warnings-give a brief description and picture of each right.	3. You are friends with a 16-year juvenile who committed armed robbery. Explain to his family why he may be going to prison.
4. Using the letters A-Z, write down all the words that relate to law and provide examples.	5. Write an original song or a rap about the Bill of Rights.	6. "Ours is a government of liberty by, through and under the law. No man is above it, and no man is below it." - Theodore Roosevelt. What do you think Roosevelt meant by this statement?
7. Create 20 questions that everyone should know about civil cases. Conduct a phone interview with a lawyer.	8. Explain the difference between "a preponderance of evidence" and "beyond reasonable doubt."	9. Write a poem about the rule of law in the United States.

Literature Connections:

- The Rule of Law Project: <http://ruleoflaw-vba.org/>
- The Alabama Center for Law and Civic Education: <http://www.acfce.org/>
- ICIVICS: <http://www.icivics.org/>
- Play by the Rules: Alabama: <http://www.pbronline.org/alabama.php>

ALCOSS: 7.7C (7.6 in 2004 COS, p. 51)

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, 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.

Mastered:

Students can determine how people organize economic systems to address goods and services, how they are distributed and who consumes them.

Present:

Students will demonstrate the concept of economic systems and how people organize, distribute, and consume the goods and services.

Going Forward:

Students will research and make informed decisions about basic economic questions in their life.

Present and Going Forward Vocabulary:

Factors of production, natural resources, labor, capital, entrepreneur, GDP, standard of living, quantity vs. quality

Career Connections:
 Actuaries, Budget Analysts, Financial Analysts, Market Research Analysts, Mathematicians, Operations, Research Analysts, Political Scientists, Postsecondary Teachers, Statisticians, Survey Researchers

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

RAFT
 Students will apply their knowledge of economic systems and goods and services to create products, which will advance their present understanding. Students will choose two rows to complete. They will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT.

Role	Audience	Format	Topic
Ocean after the oil spill	Families with money to spend	Country Song	Don't slip away, Don't slip away...
Sunscreen lotion, oil, and all of his tanning buddies	Store	Advice Column	Why does no one buy us in December?
Field workers In Brazil	Sugar lovers of United States	Rap	No sugar—cane!
Entrepreneur	The mirror	Conversation	If I'm successful, then you love me but if I fail, then I am a fool.

Literature Connections:

- Budget Blast: <http://www.icivics.org/teachers/lesson-plans/budget-blast>
- Money Matters: <http://www.icivics.org/teachers/lesson-plans/money-matters>
- Supply and Demand Video: <http://www.youtube.com/watch?v=t1j3mjEd3wg&feature=fvwrrel>
- Social Studies for Kids: <http://www.socialstudiesforkids.com/articles/economics/supplyanddemand1.htm>

ALCOSS: 7.8C (7.7 in 2004 COS, p. 51)
 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.

<p>Mastered: Students can describe economics in relation to the consumer and the marketplace.</p>	<p>Present: Students will apply their knowledge and research to create activities that show the cost of decision-making, economic models and economic systems of government.</p>	<p>Going Forward: Students will make connections to their own lives and make better economic choices.</p>
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Present and Going Forward Vocabulary:
 Capitalism, free enterprise, marginal cost, needs, rational choices, wants

Career Connections:

Business, Consulting, Economics Systems, Education, Finance, Financial Reporter. Government, Health Economics, Investment Banker, Public Economics, Sociology, Stock Analyst, Stock Broker, Financial Advisor,

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

TIC-TAC-TOE

Students will apply their knowledge of economics to create different forms of media/activities by choosing three activities in a row, column, or diagonal, just like TIC-TAC-TOE. Then students will complete the contract to submit to their teachers for approval.

1. Create three questions that will go with each answer below. Market economy, free enterprise, and capitalism	2. Compare opportunity cost and trade off. How are they related?	3. Find an example of scarcity in a local newspaper. Describe what economic choices were made?
4. You bought a new, expensive video game console instead of a used one at half the price. What's the trade-off?	5. Warning! Buyer Beware! Pick any product and make an advertisement poster. Why are those items listed on the labels?	6. Create a video demonstrating how the market economy operates in the United States.
7. Create an alphabet book about command economy also known as communism.	8. Make a list of ten "wants" and ten "needs." Explain why you choose those. Narrow your list to your top three and explain why you picked those.	9. Create five icons (meaningful images) with detailed descriptions defining a traditional economy to a third grader.

Literature Connections:

- Stock Market Games:
<http://www.smartstocks.com/>
<http://www.howthemarketworks.com/>
- World Economy: <http://library.thinkquest.org/03oct/00921/typesofeconomies.htm>
- Smart Songs-Stock Market Rap and Way to Wealth Rap: <http://smartsongs.org>
- The Social Studies Help Center: [http://www.socialstudieshelp.com/Eco Free Enterprise.htm](http://www.socialstudieshelp.com/Eco_Free_Enterprise.htm)
- Economics Information for Beginners:
http://economics.about.com/od/whatis/economics/u/economic_basics.htm

ALCOSS: 7.9C (7.8 in 2004 COS, p. 51)

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.

Mastered:

Students can apply principles of money management to a personal budget.

Present:

Students will expand their knowledge of money management to a personal budget by researching the different aspects such as food, clothing, houses, etc.

Going Forward:

Students will explain the applications of money management, personal budgeting, the usage of credit cards and how to comparison-shop.

Present and Going Forward Vocabulary:

Budget, certificates of deposit, charge accounts, consumerism, credit cards, debit cards, discretionary income, disposable income, interest, interest, minimum wage, savings

Career Connections:

Accounting, Administrative Assistant, Banking, Business Development, Consultant, Customer Service, Executive, Finance, Government, Healthcare, Human Resources, Information Technology, Management, Marketing, Retail, Sales, Social Services, Strategy-Planner, Trainer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Think Fast!

Follow the directions at each letter. Research and write your answers on a separate sheet of paper. How many of these can you complete?

B	List two pros and two cons of using credit cards.
U	Name three things that a shopper should look for when they make their purchases when they comparison shop.
D	Name five types of bills that parents pay each and every month.
G	What is the difference between a checking account and a saving account?
E	Explain how a loan works. What are the advantages/disadvantages of getting one?
T	Explain the difference between a credit card and a debit card. What is interest and why is it added?

Literature Connections:

- Budgeting, Personal Household Budget Planning, Worksheets, Lesson Plans, Teaching Money: <http://www.moneyinstructor.com/budgeting.asp>
<http://www.practicalmoneyskills.com/games/>
- CNN Money 101: <http://money.cnn.com/magazines/moneymag/money101/>
- Wells Fargo: Creating a Budget: <https://www.wellsfargo.com/student/money/budget>
- Personal Money Management: <http://www.personalmoneymgmt.com/>
- Credit/Debit Management: <http://credit.about.com/cs/budgeting/a/090800.htm>
- Federal Reserve Education Web Site: <http://www.federalreserveeducation.org/>
- Kids Economic Glossary: <http://www.scholastic.com/browse/article.jsp?id=3750579>

ALCOSS: 7.10C (7.9 in 2004 COS, p. 52)

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 immigrants acquire United States’ citizenship.
- Explaining: character traits that are beneficial to individuals and society.

Examples: honesty, courage, compassion, civility, loyalty

Mastered:

Students can describe individual and civic responsibilities of citizens of the United States.

Present:

Students will create products to showcase how they have applied their knowledge of individual and civic responsibilities of

Going Forward:

Students will use their knowledge of civic responsibilities and apply it in everyday life situations.

	citizens of the United States.	
Present and Going Forward Vocabulary: Republic, diversity, land of opportunity, linguistic differences, melting pot, mosaic, self-reliant, sovereign		

Career Connections:

U.S. Citizenship and Immigration Services, U.S. Immigration and Customs Enforcement (ICE), Army, Navy, Air Force Marines, Coast Guard, Air National Guard, Special Operation, ROTC, Teacher, Police Officer, Firefighter, any Public Servant

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.**I Can...**

Students will use their knowledge about individual and civic responsibilities of citizens of the United States to enhance their present understanding by choosing TWO activities to complete.

1. Design a “handbook” for middle school students. You will include the following topics: showing respect for others as well as themselves, exhibiting self-discipline, as well as negotiating and compromising to find a solution and being fiscally responsible with money at ballgames and after school activities.
2. Create an alphabet book of things related to patriotism.
3. Create a comic strip of at least three rights, three privileges, three duties, and three responsibilities of citizens in this country.
4. Interview a person in the community who has gone through the naturalization process and summarize what this process has meant to him or her and the family.
5. Research the Web site, <http://www.giraffe.org/>, and read how ordinary kids have “stuck their necks out” for others. Brainstorm ten goals that you would like to see happen in our country and explain how you would try to make those goals reality.
6. Create ten questions about courage, compassion, civility, loyalty, duty, etc. to use during an interview with a soldier. After this is approved, interview a soldier in the community. Rewrite, reorganize, and reenact to the class what he said to you.

Literature Connections:

- U.S Citizenship and Immigration Services: <http://www.uscis.gov/portal/site/uscis>
- Kids Sticking Their Necks Out: <http://www.giraffe.org/>
- Civic Duties: http://www.ehow.com/list_6329580_examples-civic-duties.html#page=0
- Civic Responsibilities: http://www.ehow.com/info_8349865_five-important-responsibilities-citizens.html
<http://www.icivics.org/>
<http://www.military.com/>
- Military: <http://www.military.com/>
- Lewis, B. *The Kid's Guide to Social Action: How to Solve the Social Problems*. Minneapolis, MN: Free Spirit Publishing. 1998.

ALCOSS: 7.11C (7.10 in 2004 COS, p. 52)

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, change in 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.

<p>Mastered: Students can compare the social and economic conditions in the United States in the twentieth and twenty-first centuries.</p>	<p>Present: Students will research the twentieth and twenty-first centuries and be able to see how much the world has changed and determine in what ways it has been positive and what ways it has been negative.</p>	<p>Going Forward: Students will compare the change from the twentieth century to the present time and predict what is to come and how we should begin to prepare. This will evoke deep, thoughtful insights.</p>
<p>Present and Going Forward Vocabulary: Affirmative action, discrimination, segregation, racial profiling, civil rights act, mass media, telecommunications, information technology</p>		

Career Connections:
Civil Rights Career Center, Organizations related to Civil Rights Law, U.S. Equal Employment Opportunity Commission, Human Rights Center, U.S. Department of Education, Economist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Activity 1: Thinker Keys
Students will apply their knowledge of social and economic conditions in the United States during the twentieth and twenty-first centuries to complete the thinker keys. The teacher and student will agree on the number of “keys” to complete.

Reverse Listing	Which gender was not expected to work outside of the home and why?
Disadvantages	Brainstorm disadvantages of both parents working outside of the home today.
Combination	Combine the following pair and describe the outcome: peer pressure on a kid and no values being taught at home.
Alphabet	Compile a list of words using letters from A-Z on twenty-first century families.
Variations	How many career opportunities are worth going to college and working toward?
Prediction	Predict how the Twenty-second century will be socially.
Ridiculous	Justify the following idea by developing a case to support it: All family values are good as long as you believe in something.
Commonality	Using a Venn Diagram find five common points between the following two concepts: twentieth century families and twenty-first century families.
Question	Think of three questions to go with the answer below: Disposable income
Brainstorming	Brainstorm a list of practical, creative, and innovative career opportunities that the future could hold.
Brick Wall	“Break down the wall” by outlining other ways to deal with this situation: We must have a nuclear family to live a happy, healthy life.
Interpretation	Think of a different way to explain the following situation and how and why it occurs: People sometimes segregate themselves.

Activity 2: Through His Eyes...
Dr. Martin Luther King Jr. was unrelenting in the fight for equality and civil rights. The State of Alabama became his battleground for the Civil Rights Movement.

Choose **one** scenario to research and outline. Write a descriptive paper about the event through the eyes of Dr. Martin Luther King, Jr. and determine what type of role the state of Alabama played. What was the outcome of the event and was the battle worth the fight?

1. The Montgomery Bus Boycott
2. Letter from Birmingham Jail
3. Selma to Montgomery March

Literature Connections:

- United States Department of Labor: <http://www.bls.gov/opub/cwc/cm20030124ar02p1.htm> 7.11
- United States Department of Labor: A century of change: the U.S. labor force, 1950–2050
<http://www.bls.gov/opub/mlr/2002/05/art2full.pdf>
<http://www.bls.gov/cps/demographics.htm#women>
- Dr. Martin Luther King “I Have a Dream” Speech (August 28, 1963):
http://www.youtube.com/watch?v=L_YBplucfuk&feature=related
- Civil Rights Resources:
<http://www.history.com/topics/civil-rights-movement>
<http://www.nps.gov/features/malu/feat0002/wof/>
<http://www.pbs.org/wgbh/amex/eyesonthepize/>
<http://seattletimes.nwsources.com/special/mlk/>
<http://www.civilrightsmuseum.org/>
<http://www.pbs.org/wnet/jimcrow/>
<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>
<http://www.loc.gov/exhibits/civilrights/>
<http://www.enchantedlearning.com/history/us/MLK/>

ALCOSS: 7.12C (7.12 in 2004 COS, p. 52)

Defend how the United States can be improved by individual and collective 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.

Mastered:

Students can defend how the United States can be improved by individual and collective participation.

Present:

Students will use their knowledge of civic and community participation to create products which will advance their present understanding.

Going Forward:

Students will be able to have a full understanding of how they can directly make an impact in their government.

Present and Going Forward Vocabulary:

Responsibility, Duty, Tolerance, Community, Welfare, Polling Place, Precinct, Absentee Ballot, Returns, Exit polls, Electorate, Apathy, Initiative, Proposition, Referendum, Recall, Winner take All, lobbyist, Petitions, Public Policy, propaganda

Career Connections:

Americorps, Femacorps, Green Corps, Human Resources, Lobbyist, Military, Peace Corps, Pollster, Public Allies, Teacher, Teach for America

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Activity 1: RAFT

Students will apply their knowledge of individual and collective participation to create products which will advance their present understanding. Students will complete these two RAFT activities.

They will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT.

Role	Audience	Format	Topic
7 th grade student	Mayor and city council	Request to speak at next board meeting	Our Rec. center is a wreck!
Stop Sign	Teenage drivers and their parents	Speech	Help! Someone move me! No one can see me!
Presidential candidate	Citizens	Video	4 MORE years!
Governor of Alabama	Teenage drivers	Newspaper Ad	Texting! Put the phone down and drive!

Activity 2: Problem-Solving Talents!

Teachers can allow one day to complete one of the numbered activities or allow up to nine weeks to complete all items. These activities can be assigned individually or for a small group of students To begin: Give the standard to the student to read. Then students will complete the following.

- Students will brainstorm a problem in their school, community, city, town, state, or nation. This brainstorm session should include many, different, and unusual ideas. Students may draw and label their examples.
- Students will develop a base of knowledge or skill about a topic or issue through acquisition of information and concepts by researching the problem and all possible solutions.
- Students will outline, weigh, make final judgments, and defend a decision on the many alternatives to a problem. They will develop five questions to evaluate the solutions to determine which one is best, develop five questions, such as:
 - Can this solution be completed within deadline of completing this project?
 - Is the project doable?
 - Do we have the funds to implement this solution?

Create a chart, develop a point system to the answers to your questions, make final judgments, and defend a decision on the many alternatives to a problem. Chose the top five solutions to judge.

Example: Y=1 point, N=0,

Solution	Meet deadline	Doable	Funds to complete	Q#4	Q#5	Total
#1	Y	Y	Y	N	Y	4
#2	N	N	Y	Y	N	2

- Students will design a means for implementing an idea by describing what is to be done, identifying the resources needed, outlining a sequence of steps to take, pinpointing possible problems, and showing improvements in the plan.
- Students will make a variety of predictions about the possible causes and/or effects of various phenomena that may affect their plans to solve the problems. For example, a lack of volunteers to help with the project could prevent the implementation of the solution. What would be your Plan “B,” or alternate plan if few to no volunteers showed up to help?
- Students will use and interpret verbal communication to express ideas, feelings, and needs to others by developing a Prezi, PowerPoint, or poster that includes each step of your planning and the final project that was developed to solve the problem.

Present your project to an audience that would be interested in your solution. For example, if your project involves a solution to the chaos during the dismissal of school, you may want to present your solution to the Principal and/or Assistant Principal.

Literature Connections:

- Civic Action Strategies: <http://www.civicactionstrategies.com/>
- Civic Action Projects: <http://www.crfcap.org/>
- Civic Actions: <http://civicactions.com/>
- Songs that inspire learning: <http://smartsongs.org/>
- Government resources and games: <http://www.kids.gov/>
- New law- no texting and driving:
http://blog.al.com/birmingham-news-commentary/2012/05/our_view_new_law_banning_texti.html
- The Talents Unlimited Model by Jane L. Newman University of Alabama:
http://www.gifted.uconn.edu/sem/pdf/Talents_and_Type_III.pdf
- Green Corps: http://www.greencorps.org/sites/default/files/anniv_page/index.html
- Peace Corps: <http://www.peacecorps.gov/>
- Public Allies: <http://www.publicallies.org/site/c.liKUL3PNLvF/b.5106423/k.BD7E/Home.htm>
- Teach for America: <http://www.teachforamerica.org/>
- Corporation for National and Community Service: <http://www.nationalservice.gov/>
- United We Serve: <http://www.serve.gov/>

<p>ALCOSS: 7.13C 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.</p>		
<p>Mastered: Students can identify American issues such as the establishment of Homeland Security and the Patriot Act since the terrorists attacks of 2001 and how important the media is in driving influence in our everyday life.</p>	<p>Present: Students will use their knowledge from their research on Homeland Security and the Patriot Act to create a project stating the pros and cons of each establishment.</p>	<p>Going Forward: Through further research, students will explore new information and be able to argue (defend/debate) whether or not they believe that the establishment of these programs are valid or not to the United States of America.</p>
<p>Present and Going Forward Vocabulary: Anti Money Laundering (AML), Political Corruption, Terrorist Financing, Anti Corruption, Regulatory, Foreign Corrupt Practices Act, Due Diligence, Suspicious Report, Politically Exposed Persons (PEPs),</p>		

Career Connections:
U.S. Customs and Borders Protection, U.S. Immigration and Customs Enforcement, U.S. Secret Service, Federal Protection Service, Federal Law Enforcement Training Center, Transportation Security Administration, U.S. Citizenship and Immigration Services, Federal Emergency Management Agency, U.S. Coast Guard, Office of Inspector General, Law Enforcement

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

I Can...

Students will complete TWO of the following activities. Use the *What? So What? Now What?* research page to guide your questions and critical thinking.

1. Research September 11, 2001. List ten of the most important things that happened that day. Explain why your ten things are the most important. In your introductory paragraph be sure to include who was the President of the United States.
2. When was the Patriot Act founded? Explain why it was founded? Do you agree with it? Why or why not?
3. The Patriot Act is a ten letter backronym. Explain what this means.
4. When was Homeland Security founded? Explain why it was founded? Do you agree with it? Why or why not?
5. Defend one of the following statements. Support your information with primary and secondary source documents.
 - Some Americans feel that these acts are violations against personal rights and freedoms and act against the law that are specifically stated in the United States Constitution.
 - Some Americans feel that these acts are justifiable and the preservation and protection of the United States people are our ultimate concern and terrorists do not and should not fall under Constitutional law especially when attempting acts of terror against our country.

Literature Connections:

- Department of Homeland Security:
http://en.wikipedia.org/wiki/United_States_Department_of_Homeland_Security
<http://georgewbush-whitehouse.archives.gov/news/releases/2001/10/20011008-2.html>
- Actual Patriot Act: Preserving Life and Liberty: <http://www.justice.gov/archive/ll/highlights.htm>
- Patriot Act Web site:
<http://www.uspatriotact.org/>
<http://www.world-check.com/>
- Impact of Media Analysis:
<http://www.slideshare.net/aeinhor/nagc-mn-5-511>
<http://www.usa.gov/>
- Biagi, S. *Media/Impact: An Introduction to Mass Media*. Belmont, CA: Wadsworth Publishing. 2011.
- Berger, A. A. *Media Analysis Techniques*. Thousand Oaks, CA: Sage Publications. 2011.