

Social Science Grade 7 - Civics

4th Nine Weeks: Scope and Sequence

Content Standards	Dates Taught	% of Students scoring over 70%	Dates Re-taught (Optional)	Formative and Summative Assessments/ (Any Additional Comments Optional)
<p>(6) 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.</p> <ul style="list-style-type: none"> • Using economic concepts to explain historical and current developments and issues in global, national, state, or local contexts (Alabama) <p>Example: increase in oil prices resulting from supply and demand</p> <ul style="list-style-type: none"> • Analyzing agriculture, tourism, and urban growth in Alabama for their impact on economic development (Alabama) 				
<p>(7) 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.</p> <ul style="list-style-type: none"> • 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>(8) 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.</p>				
<p>(9) Describe individual and civic responsibilities of citizens of the United States.</p> <p>Examples: individual—respect for rights of others, self-discipline, negotiation, compromise, fiscal responsibility civic—respect for law, patriotism, participation in political process, fiscal responsibility</p> <ul style="list-style-type: none"> • 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 <p>Examples: honesty, courage, compassion, civility, loyalty</p>				
<p>(10) Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.</p> <p>Examples: social—family values, peer pressure, education opportunities, women in the workplace</p> <p>economic—career opportunities, disposable income, consumption of goods and services</p> <ul style="list-style-type: none"> • Determining benefits of Alabama's role in world trade (Alabama) • Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role (Alabama) 				

<p>(11) Describe how the United States can be improved by individual and group participation in civic and community activities.</p> <ul style="list-style-type: none"> Identifying options for civic and community action <p>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</p> <ul style="list-style-type: none"> Determining ways to participate in the political process <p>Examples: voting, running for office, serving on a jury, writing letters, being involved in political parties and political campaigns</p>				
<p>(12) 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. <i>(Content covered again in 11th grade COS)</i></p>				