

# Civics/Geography

Course Overview



*A Program of the A+ Education Partnership  
In partnership with the Alabama State Dept. of Education*



### Civics

#### 1ST - 9 WEEKS

Unit 1-Shaping of the United States Constitution  
Unit 2-Forms of Government  
Unit 3-National, State, and Local Governments

#### 2ND - 9 WEEKS

Unit 4-The Judicial System: Civil, Criminal, Adult, and Juvenile  
Unit 5-Economic Principles and Financial Responsibilities  
Unit 6-Citizenship: Rights and Responsibilities  
Unit 7-American Issues

### Geography\*

#### 3RD - 9 WEEKS

Unit 1-The Earth in Spatial Terms  
Unit 2-Water, Climate, Vegetation, and Landforms  
Unit 3-Cultural Features of the World

#### 4TH - 9 WEEKS

Unit 4-World Economic Activity  
Unit 5-World Regions and Movement  
Unit 6-Cooperation and Conflict Among the World's People  
Unit 7-Geography and History

### STANDARDS CHECKLIST

\*minimum content; disciplines can add a column for unit designation if desired

Civics				
ALCOS	1ST - 9 WEEKS	2ND - 9 WEEKS	3RD - 9 WEEKS	4TH - 9 WEEKS
1	X			
2	X			
3	X			
4	X			
5	X			
6		X		
7		X		
8		X		
9		X		
10		X		
11		X		
12		X		
13		X		

### STANDARDS CHECKLIST

\*minimum content; disciplines can add a column for unit designation if desired

Geography				
ALCOS	1ST - 9 WEEKS	2ND - 9 WEEKS	3RD - 9 WEEKS	4TH - 9 WEEKS
1			X	
2			X	
3			X	
4			X	
5			X	
6				X
7				X
8				X
9				X
10				X
11			X	
12				X



	UNIT 1: The Shaping of the US Constitution	UNIT 2: Forms of Government	UNIT 3: National, State, and Local Government		
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	(1) Historical Influences	(1) Historical Influences	(2) Enlightenment Philosophers	(2) Enlightenment Philosophers	(2) Enlightenment Philosophers
WEEK 2	(2) Enlightenment Philosophers	(3) Declaration of Independence	(3) Declaration of Independence	(4) Historical Influences	(4) Historical Influences
WEEK 3	Review/ Assessment	Review/ Assessment	1) Types of Government	(1) Types of Government	(1) Types of Government
WEEK 4	(1) Types of Government	(1) Types of Government	1) Types of Government	Review/ Assessment	Review/ Assessment
WEEK 5	(1) State Government	(1) State Government	(1) State Government	(1) State Government	(1) State Government
WEEK 6	(2) Separation of Powers	(2) Separation of Powers	(3) Legislative Branch	(3) Legislative Branch	(3) Legislative Branch
WEEK 7	(4) Executive Branch	(4) Executive Branch	(5) Judicial Branch	Review/ Assessment	Review/ Assessment
WEEK 8					
WEEK 9					

<b>UNIT 4: The Judicial System-Civil, Adult, and Juvenile</b>	<b>UNIT 5: Citizenship-Rights and Responsibilities</b>	<b>UNIT 6: Economic Principles and Financial Responsibilities</b>
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	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	(1)Juvenile Rights	(1)Juvenile Rights	(2)Criminal v. Law	(2)Criminal v. Law	(3)The Bill of Rights
<b>WEEK 2</b>	(3)The Bill of Rights	(3)The Bill of Rights	(4)The Judicial System	(4)The Judicial System	Review/ Assessment
<b>WEEK 3</b>	Review/ Assessment	(1)Civic Participation	(1)Civic Participation	(2)Political Parties	(2)Political Parties
<b>WEEK 4</b>	(3)Civic Participation	(3)Civic Participation	(3)Civic Participation	(4)Citizenship and Naturalization	(4)Citizenship and Naturalization
<b>WEEK 5</b>	Review/ Assessment	Review/ Assessment	(1)Economic Principles	(1)Economic Principles	(1)Economic Principles
<b>WEEK 6</b>	(2)Government Regulation	(2)Government Regulation	(2)Government Regulation	(3)Economic Systems	(3)Economic Systems
<b>WEEK 7</b>	(4)Personal Finance	(4)Personal Finance	(4)Personal Finance	Review/ Assessment	Review/ Assessment
<b>WEEK 8</b>	(1)American Issues	(1)American Issues	(2)The Civil Rights Movement	(2)The Civil Rights Movement	(2)The Civil Rights Movement
<b>WEEK 9</b>	(3)Homeland Security	(4) Media Bias	(4)Media Bias	Review/ Assessment	Review/ Assessment

**UNIT 1: The Shaping of the United States' Constitution**

**RECOMMENDED TIME FRAME:  
14 days**

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an understanding of the founding of the United States. Students will develop a working knowledge of the influences that shaped the United States' government. Additionally, students will be able to explain the functions of political parties and the process of selecting political leaders.

### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

- 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
- 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



### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 4: The Judicial System

**RECOMMENDED TIME FRAME:**  
15 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an understanding of the government system of the United States. Additionally, students will be able to compare the government system of the United States with other government systems. Other systems to be examined include monarchies, limited monarchies, oligarchies, dictatorships, theocracies, and pure democracies. This unit is intended to provide students with a deeper understanding of how governments function in our world today.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

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 (Alabama)

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

**UNIT 3: National, State, and Local Government**

**RECOMMENDED TIME FRAME:  
18 days**

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an understanding of the functions of national, state, and local governments. The focus of this unit is to examine and compare the function of Alabama's state and local governments with those of the national government. Additionally, students will gain an understanding of how local and state governments are funded and the system of checks and balances among all levels of government.

### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

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

- Describing how local and state governments are funded (Alabama)

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. (Alabama)

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

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 4: The Judicial System

**RECOMMENDED TIME FRAME:**  
15 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an understanding of the government system of the United States. Additionally, students will be able to compare the government system of the United States with other government systems. Other systems to be examined include monarchies, limited monarchies, oligarchies, dictatorships, theocracies, and pure democracies. This unit is intended to provide students with a deeper understanding of how governments function in our world today.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

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 (Alabama)

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 4: National, State, and Local Government

RECOMMENDED TIME FRAME:  
18 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an understanding of the judicial system including civil, criminal, adult, and juvenile law. Students will develop a working knowledge of the rights guaranteed by the Bill of Rights and United States Constitution. Students will be able to justify consequences of committing a civil or criminal offense and contrast juvenile and adult laws.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

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

- Describing how local and state governments are funded (Alabama)

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. (Alabama)

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



### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

**UNIT 5: Citizenship: Rights and Responsibilities**

**RECOMMENDED TIME FRAME:  
8 days**

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students a deeper understanding of rights and responsibilities possessed by citizens of the United States. Students will differentiate between rights, privileges, duties and responsibilities between citizens and non-citizens. Character traits that are beneficial to the citizen and society will be discussed along with how citizens can participate in civic and community activities. Students will also be able to explain the naturalization process for immigrants.

## STANDARDS

ALCOS standards reference: Alabama Course of Study 7

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

- 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

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

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

**UNIT 6: Economic Principles and Financial  
Responsibility****RECOMMENDED TIME FRAME:  
9 days****UNIT OVERVIEW**

Brief narrative description of the unit

- This unit provides students an understanding of how economic systems are organized and what role they, as a consumer, play in the economy. Additionally, students will develop a working knowledge of money management through a personal budget that addresses housing, transportation, food, clothing, medical expenses, etc.

## STANDARDS

ALCOS standards reference: Alabama Course of Study 7

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 (Alabama)

Example: increase in oil prices resulting from supply and demand

- Analyzing agriculture, tourism, and urban growth in Alabama for their impact on economic development (Alabama)

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

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.

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 7: American Issues

**RECOMMENDED TIME FRAME:**  
10 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit examines the changes in social and economic conditions in the United States during the twentieth and twenty-first centuries. Students will gain a deeper understanding of Alabama’s role in world trade and the Civil Rights Movement. Additionally, issues from 2001 to the present that include, but are not limited to, the creation of the United States' Department of Homeland Security, the Patriot Act, and the impact of media analysis in the country.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

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 (Alabama)
- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role (Alabama)

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.



### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

<b>UNIT 1-The Earth in Spatial Terms</b>	<b>UNIT 2-Water, Climate, Vegetation, and Landforms</b>	<b>UNIT 3-Cultural Features of the World</b>
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	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	(1) Mapping	(1) Mapping	(2) Five Themes of Geography	(3) GPS	(3) GPS
<b>WEEK 2</b>	(4) Population Density and Migration	(4) Population Density and Migration	(4) Population Density and Migration	Review/ Assessment	Review/ Assessment
<b>WEEK 3</b>	(1) Earth's Regions	(1) Earth's Regions	(1) Earth's Regions	(2) Earth's Systems	(2) Earth's Systems
<b>WEEK 4</b>	(3) Natural Disasters	(3) Natural Disasters	(3) Natural Disasters	(4) Changes in the Ecosystems	(4) Changes in the Ecosystems
<b>WEEK 5</b>	(4) Changes in the Ecosystems	(5) El Nino	(5) El Nino	Review/ Assessment	Review/ Assessment
<b>WEEK 6</b>	(1) Defining Culture	(1) Defining Culture	(2) Identifying Cultural Features	(2) Identifying Cultural Features	(3) Cultural Diffusion
<b>WEEK 7</b>	(3) Cultural Diffusion	(3) Cultural Diffusion	(4) Spread of Islam	(4) Spread of Islam	(5) Ethnic Enclaves
<b>WEEK 8</b>	(5) Ethnic Enclaves	Review/ Assessment	Review/ Assessment		
<b>WEEK 9</b>					

<b>UNIT 4-World Economic Activity</b>	<b>UNIT 5-World Regions and Movement</b>	<b>UNIT 6-Cooperation and Conflict</b>	<b>UNIT 7-Geography and History</b>
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	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	(1) Economic Interdependence	(1) Economic Interdependence	(1) Economic Interdependence	(2) Comparing Locations for Industry	(2) Comparing Locations for Industry
<b>WEEK 2</b>	(2) Comparing Locations for Industry	(2) Globalization	(2) Globalization	(2) Globalization	(2) Globalization
<b>WEEK 3</b>	(4) Trade Agreements	(4) Trade Agreements	Review/ Assessment	Review/ Assessment	(1) Population Dispersion
<b>WEEK 4</b>	(1) Population Dispersion	(1) Population Dispersion	(2) Human Settlement (Political)	(2) Human Settlement (Political)	3) Human Settlement Due to Trade (Economics)
<b>WEEK 5</b>	3) Human Settlement Due to Trade (Economics)	(4) Human Settlement due to Natural Resources (Environmental)	(4) Human Settlement due to Natural Resources (Environmental)	Review/ Assessment	Review/ Assessment
<b>WEEK 6</b>	(1) Cooperation Among Nations	(1) Cooperation Among Nations	(2) Great Lakes Water Agreements	(2) Great Lakes Water Agreements	(3) Conflict Among Nations
<b>WEEK 7</b>	(3) Conflict Among Nations	(4) Conflict Among Nations- Ireland and the United Kingdom	Review/ Assessment	Review/ Assessment	(1) Weather Conditions at Valley Forge
<b>WEEK 8</b>	(1) Weather Conditions at Valley Forge	(2) The Dustbowl	(2) The Dustbowl	(3) Mexican-American Border Dispute	(3) Mexican-American Border Dispute
<b>WEEK 9</b>	(3) Mexican-American Border Dispute	(4) Conservation Efforts	(4) Conservation Efforts	Review/ Assessment	Review/ Assessment

**UNIT 1: The Earth in Spatial Terms**

**RECOMMENDED TIME FRAME:**  
14 days

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an understanding of the earth from a spatial perspective. Students will develop map skills and understand technologies used in mapping the earth. Different types of maps will be examined along with their uses.

### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

- 1 ) Describe the world in spatial terms using maps and other geographic representations, tools, and technologies.
- 2 ) Determine how regions are used to describe the organization of Earth's surface.
- 3 ) Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems.
- 4 ) Evaluate spatial patterns and the demographic structure of the population on Earth's surface in terms of density, dispersion, growth and mortality rates, natural increase, and doubling time.
- 11 ) Explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location.

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

**UNIT 2: Water, Climate, Vegetation, and Landforms**

**RECOMMENDED TIME FRAME:  
13 days**

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit will provide students an understanding of the processes of the earth that result from the atmosphere, biosphere, lithosphere, and hydrosphere. Students will gain a greater understanding of the seasons, weather, and cycles of the earth. Additionally, students will be able to identify physical and human features of the earth. Human factors, such as: reasons for migration and population shifts will be studied.

### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

2 ) Determine how regions are used to describe the organization of Earth's surface.

- Identifying physical and human features used as criteria for mapping formal, functional, and perceptual regions

Examples: physical—landforms, climates, bodies of water, resources

3 ) Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems.

- Comparing Earth-Sun relationships regarding seasons, fall hurricanes, monsoon rainfalls, and tornadoes
- Explaining processes that shape the physical environment, including long-range effects of extreme weather phenomena

Examples: processes—plate tectonics, glaciers, ocean and atmospheric circulation, El Niño

4 ) Evaluate spatial patterns and the demographic structure of population on Earth's surface in terms of density, dispersion, growth and mortality rates, natural increase, and doubling time.

Examples: spatial patterns—major population clusters

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

**UNIT 3: Cultural Features of the World**

**RECOMMENDED TIME FRAME:**  
15 days

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit will provide students an understanding of how cultural features, traits, and diffusion defines regions. Additionally, globalization, the spread of Islam, religious structures, and agricultural patterns will be studied.

### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

5) Explain how cultural features, traits, and diffusion help define regions, including religious structures, agricultural patterns, ethnic enclaves, ethnic restaurants, and the spread of Islam.

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)



### UNIT 4: Globalization

**RECOMMENDED TIME FRAME:**  
13 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an understanding of the economic activities of the world. Students will develop a working knowledge of primary, secondary, and tertiary economic activities and their functions. Additionally, students will examine the topics of interdependence, globalization, and global trade agreements.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 6

6) Illustrate how primary, secondary, and tertiary economic activities have specific functions and spatial patterns.

Examples: primary—forestry, agriculture, mining

secondary—manufacturing furniture, grinding coffee beans, assembling automobiles

tertiary—selling furniture, selling caffè latte, selling automobiles

#### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 5: World Regions and Movement

**RECOMMENDED TIME FRAME:**  
12 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an understanding of the world's regions and patterns of settlement. Students will be able to explain how human activities influence settlement patterns and how those patterns influence interaction with surrounding regions. Additionally, students will gain an understanding of how human actions modify the physical environment and the results of these modifications.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

7 ) Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.

9 ) Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment

10 ) Explain how human systems develop in response to physical environmental conditions.  
Example: farming practices in different regions, including slash-and-burn agriculture, terrace farming, and center-pivot irrigation

#### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

**UNIT 6: Conflict and Cooperation Among  
the World's People**

**RECOMMENDED TIME FRAME:  
12 days**

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an understanding of how political, military, cultural, and economic factors contribute to conflict and cooperation. Additionally, students will examine political boundaries based on physical and human systems and the use of natural resources.

### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

8 ) Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.

- Identifying political boundaries based on physical and human systems

Examples: physical—rivers as boundaries between counties

human—streets as boundaries between local government units

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 7: Geography and History

**RECOMMENDED TIME FRAME:**  
12 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an understanding of how geography has influenced historical events. Additionally, students will examine how environmental issues have shaped history and will shape the future.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 7

12 ) Explain ways geographic features and environmental issues have influenced historical events.

Examples: geographic features—fall line, Cumberland Gap, Westward Expansion in the United States, weather conditions at Valley Forge and the outcome of the American Revolution, role of ocean currents and winds during exploration by Christopher Columbus

environmental issues—boundary disputes, ownership of ocean resources, revitalization of downtown areas

#### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)