

Huntsville City Schools

2020 - 2021 Pacing Guide

7th Grade Social Studies Civics & Geography

Important Notes:

- Alabama Course of Study objectives are given by number
- Resources and Instructional Strategies are suggestions for the topic studied; teachers are not required to use all resources listed and can supplement their teaching with additional resources that support the Course of Study Standards.
- The number of days listed are approximate and are padded to allow a little extra time for review and tests
- The problems listed for each section are suggested types of problems. Teachers can still assign even, odd, or selected problems from each type of problem.
- To access ELlevation you must be logged in using your school email and password.
- The TDW options listed for each section are suggested. Teachers can still assign their own documents and accompanying questions.

Online Resources:

- [ReadWorks](#)
- [NewsELA](#)
- [Youtube](#)
- [History Channel](#)
- [mrdonn.org](#)
- [oerproject.org](#)
- [chooseyourstory.org](#)
- [ancient.eu](#)
- [khanacademy.com](#)
- [scholastic.com](#)
- [ducksters.com](#)
- [kidsdiscovery.com](#)
- [youtube.com](#) (Ted-Ed)
- [nationalgeographic.org](#)
- [brainpop.com](#)
- [sheg.stanford.edu](#)
- [teachinghistory.org](#)
- [PBS](#)
- PBS Learning (<https://aptv.pbslearningmedia.org>)
- [Blank Foldable Template](#)
- [Graphic Organizers](#)
- Cnn10 - Student News: www.cnn.com/cnn10
- iCivics - www.iCivics.org
- Flocabulary - www.flocabulary.com
- Seterra Map Games - www.seterra.com
- Geography Resources - <https://geography.name/>
- Ellevation - www.Ellevationeducation.com
- Text Dependent Questioning - <https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>
- [Text Dependent Writing Rubric](#)

Instructional Strategies:

ELlevation: **Note:** Be sure to check the “Math Collection” for specific topic resources”

Build Background:

- * Brainstorm Walk
- * I Notice, I Wonder

Clarify Input:

- * “5 and 2”
- * Anchor Charts
- * Essential Questions
- * Guided Notes
- * “Teach! Teach!”
- * TPR

Fortify Output:

- * Find Your Match
- * Clock Buddies
- * Think, Write, Pair Share
- * Which Corner?

Foster Interactions:

- * “Don’t Mention it”
- * Find the Fib

Develop Academic Language:

- * 360 Words
- * Word Walls

Assess Language and Learning:

- * Wordless Books
- * Whiteboard Checkpoints
- * Differentiated Question Prompts

ARI/Instructional Strategies (Alabama Reading Initiative)

ARI represents the Alabama Reading Initiative. Below are ARI/Instructional strategies that can be easily adapted to work well with mathematics. Some of the strategies can be interchangeable between before, during, and after in lesson planning. There are many instructional strategies that can be used in the classroom and you are not limited to these alone. If you have other ARI/Instructional strategies that work well for you and your students, use them to assist with academic growth and development. Have fun experimenting with different strategies to reach all students and address the different learning styles.

Suggested time period	ARI/Instructional Strategy	Explanation/How to use the strategy
Before:	Admit Slip	<p>Purpose: 1) reflect on content of previous lesson or learned concept</p> <p>The admit-slip strategy requires students to write responses to questions you pose at the beginning of class. Admit slips help students reflect on what they have learned and express what or how they are thinking about the information. Admit slips easily incorporate writing into your content area classroom and require students to think critically.</p>
	KWL	<p>Purposes: 1) link prior knowledge to new information 2) generate questions to guide meaningful learning 3) create own meaning and learning from new text</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. On the whiteboard, on a handout, or on students' individual clean sheets, three columns should be drawn. 2. Label Column 1 K, Column 2 W, Column 3 L. 3. Before reading, viewing or listening, students fill in the Know column with words, terms, or phrases from their background or prior knowledge. If the students are drawing on a topic previously learned, then the K column may be topic related. But if the topic is something brand-new, and they don't know anything much about it, you should use the K column to have them recalling a similar, analogous, or broader idea. 4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, problems and charts that are found in the text or on a handout provided. This helps set their purpose for the lesson or concept and focuses their attention on key ideas. 5. After the math lesson and reading, students should fill in their new knowledge gained from the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they learned anything about the topic. This is the stage of metacognition: Does the student fully understand?
	Think Pair Share	<p>Purposes: There are a variety of uses for this activity</p> <ol style="list-style-type: none"> 1) Think. The teacher provokes students' thinking with a problem, question, prompt or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone...Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

	Quick Write	<p>Purposes: 1) introduce a concept and connect this concept with prior knowledge or experiences and 2) allow students to discuss and learn from each other</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce a single word, phrase, problem, or question to the class. 2. Students copy the concept on index cards or sheet of paper. 3. Students are given two to five minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc. 4. After time is called, students may volunteer to share their thoughts on the subject.
	Turn and Talk/ Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Bell Ringer/Bell Work/Warm Up	<p>Bell ringers are questions or tasks posted before students enter the classroom. They are to be completed before class starts, or, as the name suggests, as the bell rings. Bell ringers provide benefits to both the student and the teacher in all classroom settings ranging from elementary to high school. Bell ringers help to encourage promptness, organization, responsibility, spark prior knowledge, reinforce concepts, promote student engagement and so much more.</p>
During:	Think Pair Share	<p>Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt, or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone...Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.</p>

	Turn and Talk/ Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the chalkboard. 2. Each student has two minutes to read the topic, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Jot Notes	<p>Jot Notes are basically lesson notes the students jot down before, during and after the lesson (in some cases) ...The notes can be given in a variety of formats or structures...Example: chart format, graphic organizer, table format, guided notes, foldables, etc....</p>
	Quadrant Cards / Frayer Model	<p>Purposes: 1) motivate students to engage in vocabulary study and expand vocabulary 2) Reinforce concepts etc.....</p> <p>Procedure:</p> <p>Divide a sheet of paper into four parts Adapt to meet your students' needs.... whether you want to emphasize on vocabulary, connecting concepts, or organizing steps or procedures for graphing or solving etc....</p>
	Venn Diagram	<p>Purpose: compare concepts</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Draw two circles overlapping. Each circle represents a concept. 2. Unique characteristics of the two ideas being compared are recorded in the outer of the two overlapping circles. Common characteristics are recorded where the circles overlap. 3. Teacher should model the strategy first.

	Charts/Foldables	<p>Purposes: 1) engage with concept/lesson/text 2) construct graphic organizer/chart/foldable 3) self-monitor comprehension</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Create a Jot Chart, project on the whiteboard or produce a print copy for each student. The chart/matrix should be structured as follows. You can also use foldables to accomplish these tasks. <ul style="list-style-type: none"> o Main ideas/items for description or analysis are listed across the top of the chart. o Question/characteristics of the main concepts are listed down the left side of the chart. 2. Discuss the purpose of the chart with students before the assignment. Give an example of a completed chart to help clarify its functions. 3. Have students complete the chart or foldable as you go through the lesson or assign tasks to groups etc...As the teacher, you decide and adapt this to meet the needs of your students and what you want to accomplish from the task. 4. Discuss the students' findings and compile the results into a group chart. Stress the relationships between the data in the chart.
	Partner Learning	<p>Purpose: 1) To engage students in the content and spark meaningful discussions 2) To encourage collaboration and improve knowledge among students 3) Promote socialization and boost self-esteem 4) Reinforce concepts taught through open questioning and answer sessions</p> <p>Procedure: The students are paired up and given a task to complete together; open discussions, sharing of ideas, writing, final product presentation, etc....</p>
	Concept Map	<p>Purpose: activate and organize knowledge about a specific topic</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Select the main idea or topic of discussion; write it on a chart, overhead, or whiteboard; and put a circle around it. 2. Have students brainstorm subtopics; knowledge related to the topic. Use lines to connect to the main topic. 3. Have students brainstorm specific vocabulary, ideas, mathematical knowledge related to each subtopic. Record these ideas beneath each subtopic. Add new knowledge to the concept map as learning progresses.
	Graphic Organizer	<p>Purposes: 1) provide a visual model of the structure of lesson and 2) provide a format for organizing information and concepts</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the graphic organizer to the students. Demonstrate how it works by noting key concepts and ideas on the organizer. 2. Have groups of students practice using the graphic organizer with ideas from independently read mathematical text and/or mathematical information presented during lessons. Students can share their ideas with the class. 3. Choose an organizer that matches what you want to accomplish with your students for the topic or lesson.

	Jigsaw	<p>Purposes: 1) engage with mathematical concept or text 2) self-monitor comprehension 3) integrate new information with prior knowledge 4) respond to mathematical concept or text through discussion</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher. 2. Members of the teams with the same topic meet in an expert group with a variety of resource materials and texts available to explore their topic. 3. The students prepare how they will teach the information to others. 4. Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. It may be helpful to supply each student with a graphic organizer for note taking purposes. 5. Team members listen and take notes as their classmate teaches them
After:	Cooperative Learning/ Partner Learning/Practice	<p>Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. Each group is given a task or assignment to complete. Often a record keeper and team leader are assigned to keep everyone on task. Collaboration and discussion are expected with a final assignment or project completed and submitted. Open discussions between the teacher and/or students can occur during class as well.</p>
	Stations/ Carousels etc....	<p>Purposes: This strategy can fit almost any purpose developed.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher determines what topics/lessons will be placed on chart paper. 2. Chart paper is placed on walls around the room. 3. Teacher places students into groups of three- four. 4. Students begin at a designated chart. 5. They read the question or phrase, discuss with group, and respond directly on the chart or assigned task sheet. 6. After an allotted amount of time, students rotate to next chart. 7. Students read next question and records new response or discussion points. 8. Continue until each group has responded to each prompt. 9. Teacher shares information from charts and conversations heard while responding. <p>** This strategy can be modified by having the chart “carousel” to groups, rather than groups moving to chart.</p>

	Exit slip	<p>Purpose: 1) reflect on content of lesson</p> <p>The exit-slip strategy requires students to write responses to questions you pose at the end of class. Exit slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit slips easily incorporate writing into your content area classroom and require students to think critically.</p> <p>There are three categories of exit slips (Fisher & Frey, 2004):</p> <ul style="list-style-type: none"> • Prompts that document learning, <ul style="list-style-type: none"> o Ex. Write one thing you learned today. o Ex. Discuss how today's lesson could be used in the real world. • Prompts that emphasize the process of learning, <ul style="list-style-type: none"> o Ex. I didn't understand... o Ex. Write one question you have about today's lesson. • Prompts to evaluate the effectiveness of instruction <ul style="list-style-type: none"> o Ex. Did you enjoy working in small groups today?
	Turn and Talk/Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.

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	Hands on Activity/ Graphs, charts, diagrams, etc.	Hand on activities are simply activities which students physically in some way connect with their learning...writing, drawing, graphing, demonstration through movement, use of manipulatives etc.... Hands-on activities are especially important in the classroom because it allows students to engage in kinesthetic learning. Educational studies have shown that kinesthetic learning, where a student performs some type of physical activity rather than just listening to a lecture, is the most popular type of learning with students - doing or working on something before, during, and/or after the lesson, helps them to gain a better understanding of the material. It allows students to experiment with trial and error, learn from their mistakes, and understand the potential gaps between theory and practice. It also encourages students to collaborate with their peers and share information from different perspectives.
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Formatting:

- Honors or advanced material is highlighted in blue. Example: **Advanced: Page 145 #75-86**
- Remediation is highlighted in yellow. Example: **Remediation: Small group on fractions**

The Textbook for this course is:

Civics - Pearson Easy Bridge - Magruder's American Government

Geography - Pearson Easy Bridge - myWorld Geography G7 2013 AL Realize

Huntsville City Schools
2020 - 2021 Pacing Guide
7th Grade Social Studies Civics & Geography
First Semester

1st 9 – weeks (August 17 – October 23)
 44 instructional days; 22 A-Days and 22 B-Days

Time Period	Unit Topic	Standards	Resources
August Week 1 OR Move to Week 7-9 in 2nd Nine Weeks	Citizenship/ Civic Responsibility	<p>10. Describe individual and civic responsibilities of citizens of the United States.</p> <p>12. Describe how the United States can be improved by individual and group participation in civic and community activities.</p> <p>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.</p>	<p>Online Resources: How to Become a US Citizen Naturalization Test Study Materials with AUDIO Citizenship Rights and Responsibilities</p> <p>Activity: Naturalization Self-Test iCivics - Citizenship: Just the Facts Community Service & Service Project Examples</p> <p>Games/Review: iCivics - Activate Citizenship</p> <p>Writing Prompt Ideas: NewsELA- US Citizens Rights & Responsibilities</p> <p>Quick Write - What is Citizenship? or What makes a person a citizen of the United State? Table Talk - Discuss reform for current immigration system Create a visual poster for how to become a citizen in USA</p> <p>Ellevation Rights & Responsibilities of Citizens Ellevation Civic Life</p>

<p>August</p>	<p>Intro to Government</p>	<p>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.</p> <p>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. Ex: John Locke, Thomas Hobbes, Thomas Paine.</p> <p>3. Compare the government of the United States with other governmental systems, including monarchy, limited monarchy, oligarchy, dictatorship, theocracy, and pure democracy.</p>	<p>Textbook PH Civics Chapter 2 Section 4 pgs.45-48 (roles of government and types of government)</p> <p>Resources: Why Government: Island Game Create Your Own Government Lesson Plan Freckle - Introduction to U.S. Government https://classroom.freckle.com/#/social-studies-units/a17e3e69-4a3a-4b5b-ba4e-3a7222c7b2fa</p> <p>Videos: Types of Government Video- Florida Civics</p> <p>Text Dependent Activities: Civics - Why Government? Citizenship & Government in Athens</p> <p>Gummy Governments DBQ Writing (builds in complexity throughout the year)</p> <p>Ellevation Values of Democracy Ellevation - Purpose of Government</p>
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<p>September</p>	<p>Foundation of America</p> <p>Extra: September 11, 2001 Terrorist Attack</p>	<p>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.</p> <p>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. Ex: John Locke, Thomas Hobbes, Thomas Paine.</p> <p>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.</p>	<p>Graphic Organizer: Completed Graphic Organizer - American Revolution</p> <p>Resources: Colonial Objections & Leading up to Revolution Founding Documents National Archives Distance Learning Activity - Sign up For your classes!</p> <p>Videos: Declaration of Independence Music Parody - Too Late to Apologize</p> <p>Activities: Loyalists v. Patriots - Take a Side Taxation Role Play Simulation Declaration of Independence Analysis - Advanced Declaration of Independence Scavenger Hunt Declaration of Independence Break-up Letter Lesson Plan for Charters of Freedom - National Archives</p> <p>Text Dependent Activities: CommonLit - Foundation of American Democracy</p> <p>Writing Prompt Ideas: What challenges did the new government face at the end of the American Revolution? Think about the Loyalists and Patriot positions. Who would you side with? Defend your answer. What would life be like if there was no government or laws? (Current Events - Defund the Police)</p> <p>Analyze the Declaration of Independence - purpose, writing, Paraphrase the Declaration of Independence Discuss John Locke's ideas of natural law, rights, and state of nature in comparison to student writing prompt Political Cartoon Analysis - 3, 2, 1 (Group Work, Do Now, End of Unit Discussion) DBQ Writing (builds in complexity throughout the year)</p> <p>Elevation Development of Constitution Elevation Constitution Day</p>
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<p>September to Early October</p>	<p>Articles of Confederation vs. United States Constitution & the Legislative Branch</p>	<p>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.</p> <p>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. Ex: John Locke, Thomas Hobbes, Thomas Paine.</p> <p>4. Describe structures of state and local governments in the United States, including major Alabama offices and officeholders.</p> <p>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.</p>	<p>Textbook - Teacher Reference PH Civics: Ch. 5 pgs. 110-131 – The Constitution Ch.6 pgs. 158-179 – The Bill of Rights Ch. 7 pgs. 184 – 203 – Amendments Ch. 8 pgs. 210-233 – Legislative Branch</p> <p>Resources: Completed Graphic Organizer - American Revolution Interactive Constitution Book: A More Perfect Union State & Local Government Levels State & Local Government Levels 2</p> <p>Text Dependent Activities: Short Federalists & Anti-Federalists Article Read Like a Historian - Federalists vs. Anti-Federalists iCivics Congress in a Flash CommonLIT - Censorship for the People for Controlling the People</p> <p>Activities: Preamble Paraphrase Constitution Scavenger Hunt Constitution as a Machine Lesson Who Represents Me? Webquest Illustrate Bill of Rights Worksheet</p> <p>Videos: Overview of Congress History Channel - Legislative Branch Overview of Congress Video Schoolhouse Rock – “The Preamble Schoolhouse Rock – “I’m Just a Bill” Checks & Balances TedED - Why Wasn't the Bill of Rights originally in the US Constitution?</p>
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		<p>6. Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.</p>	<p>Review/Games: Bill of Rights Bingo Ben's Guide Branch-O-Mania</p> <p>Writing Prompt Ideas: Think about the Federalist and Anti-Federalist positions. Who got it right? Defend your answer.</p> <p>Chunk the Text - Analysis of Parts of the Constitution - Preamble, Articles, Amendments Political Cartoon Analysis - 3, 2, 1 (Group Work, Do Now, End of Unit Discussion) DBQ Writing (builds in complexity throughout the year)</p> <p>The 3 Branches: Checks & Balances</p>
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2nd 9 – weeks (October 26 – December 22)
38 instructional days; 19 A-Days and 19 B-Days

Time Period	Unit Topic	Standards	Resources
October	Executive Branch	<p>4. Describe structures of state and local governments in the United States, including major Alabama offices and officeholders.</p> <p>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.</p> <p>6. Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.</p>	<p>Text Dependent Resources: A Very Big Branch For the President: All in a Day's Work</p> <p>Activities: iCivics - Who Represents Me? Webquest</p> <p>Videos: History Channel - Executive Branch TedED Impeachment Video</p> <p>Review/Games: iCivics Executive Command Game iCivics - Counties Work Ben's Guide Branch-O-Mania</p> <p>Writing Prompt Ideas: Compare and contrast the role of the federal executive leader and your city leader. Ex: Donald Trump vs. Tommy Battle or Tommy Battle vs. Kay Ivey</p>

<p>Late October Early November</p>	<p>Presidential Election</p>	<p>4. Describe structures of state and local governments in the United States, including major Alabama offices and officeholders.</p> <p>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.</p>	<p>Activities: I Side With Electronic Survey - Review topics before using with students iCivics - The Electoral Process iCivics - Primary, Parties, Caucuses, Conventions Freckle - Election Topics</p> <p>Videos: TedED - Does Your Vote Count? How the Electoral College Works Video</p> <p>Review/Games: iCivics - Win the White House Ben's Guide Branch-O-Mania</p> <p>Writing Prompt Ideas: If you were running for president what type of political platform and concepts would you defend or be an advocate for? Describe the topics and explain your reasoning.</p> <p>Resource: 2020 Political Issues</p> <p>Ellevation Elections Then & Now</p>
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November	Judicial Branch & the Court Systems	<p>4. Describe structures of state and local governments in the United States, including major Alabama offices and officeholders.</p> <p>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.</p> <p>6. Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.</p>	<p>Videos: History Channel - Judicial Branch Crash Course - Court Systems What are the Courts? VOX - How a Case Gets to the Supreme Court</p> <p>Resources: iCivics - Courts in a Nutshell Webquest iCivics - Rule of Law Skits Freckle - Landmark Supreme Court Cases Rights of the Accused Reading Rights of the Accused Powerpoint Sources of Law PDF Sources of Law Chart Document iCivics - Trial Simulation Jury Selection Simulation Federal Courts: Lesson plans, Example Cases, Information</p> <p>Review/Games: iCivics - Supreme Decision iCivics We the Jury Ben's Guide Branch-O-Mania</p> <p>Writing Prompt Ideas: Allow students to research Supreme Court cases based on personal interest. Ask students to write a persuasive essay defending or challenging the Supreme Court decision.</p> <p>Resource: Freckle - Landmark Supreme Court Cases</p>
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<p>December</p>	<p>Introduction to Economics</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>11. Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.</p>	<p>Resources: Freckle - Basic Economics Stock Market Game (Paid Membership - Title I is FREE) iCivics Market Economy - Heavy Focus on Supply & Demand H&R Block Dollars & Sense Lesson Plans</p> <p>Activities: Play Spent Budget Activity National Geographic Trading Simulation IRS - Understanding Taxes Simulation</p> <p>Videos: Types of Economic Systems Video Banking Explained - Money & Credit TedED - Value of American Dollar</p> <p>Review/Games: The Mint \$\$ Simulations for Kids, Teens, Parents</p> <p>Writing Prompt Ideas:</p> <ul style="list-style-type: none"> ● Explain why the history of U.S. Economics should be taught in middle schools. ● Think about a good or a service that a consumer should not buy. Explain in great detail why the good or service is not worth the money. Also, provide suggestions for other goods or services that one should buy in place of the good or service. ● Imagine that you have decided to become an Entrepreneur. Write a letter to your parents explaining why you have made this decision. Include the following details: <ul style="list-style-type: none"> ○ What it means to be an entrepreneur ○ Why entrepreneurs are important ○ The benefits of becoming an entrepreneur <p>Partner with local banks for curriculum, check writing activities, etc.</p> <p>ELlevation Identifying Goods & Services ELlevation - Earning, Spending, Saving ELlevation - Introduction to Scarcity</p>
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Second Semester

3rd 9 – weeks (January 4 – March 12)

48 instructional days; 24 A-Days and 24 B-Days

Time Period	Unit Topic	Standards	Resources
Early – Mid January	Introduction to Geography with a Focus on Geography Tools & Maps	<ol style="list-style-type: none"> 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. 	<p>Textbook: Pearson My World Geography: CORE CONCEPTS Part 1: Tools of Geography p. 2 - 14</p> <p>Activities: Freckle - Map Activities Map Skills Foldable Types of Maps +/- Thanksgiving Day Lesson Plan Map Making Assessment</p> <p>Videos: Dr. Nagler's Latitude & Longitude The World Documentary Series Human Activities on Earth You Can See in Space</p> <p>Review/Games: Latitude, Longitude Battleship Ben's Guide States Game Online Map Games Parts of a Map Quizizz</p> <p>Text Dependent Writing Ideas: What does geography mean and why is it important to study geography? Article: Freckle - What is Geography</p> <p style="background-color: #e0ffff;">Review continents, oceans, and 50 states - add in map tests every few weeks (Split large continents like Africa in half; 25 countries max)</p> <p style="background-color: #ffffe0;">ELLlevation - Learning to Read Maps</p>

<p>Mid – Late January</p>	<p>Introduction to Five Themes of Geography</p>	<ol style="list-style-type: none"> 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. 	<p>Activities: Huntsville Five Themes of Geography Huntsville History Article Country Powerpoint Unit or Semester Project (Aligns with HS Research Skills & Activities) Five Themes of Geography Hometown Project (Free) National Geographic Latitude/Longitude/Temperature</p> <p>Videos: Five Themes of Geography found in Fortnite Video Game</p> <p>Review/Games: Latitude & Longitude Game</p> <p>Writing Prompts:</p> <ul style="list-style-type: none"> ● The Five Themes of Geography include movement, region, human-environment interaction, location, and place. Which two themes of geography are most important to keep a society functioning? Please provide evidence as well as reasoning to explain your thinking. <p>Create a country (one possibility, Zombie proof country), what resources would need, who would trade with, protect citizens, etc. (Utilize after you have taught landforms to think about protection strategies.)</p> <p>Ellevation: Characteristics of Regions & Place Culture of Region</p>
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Early February	Earth Science	3. Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems.	<p>Textbook: Part 2: Planet Earth p. 16 – 28</p> <p>Resources: CommonLIT - Plate Tectonics Earthquake Reading & Comprehension Check Readworks - Volcanoes - Multiple Leveled Readings & Comprehension Check Readworks - The Earth's Resources - Leveled Readings & Comprehension Check Earth's Structure Earth's Structure Webquest Magnet Summary Task Explanation</p> <p>Videos: Everything You Need to Know About the Earth Volcano Earthquakes</p> <p>Text Dependent Writing Resources - Prompt Included: NewsELA - Overview of Earth's Spheres NewsELA - Biomes Infographic with Prompt</p> <p>Compare the atmosphere, biosphere, lithosphere, and hydrosphere with venn diagram Magnet Summary for Layers of the Earth</p> <p>ELLevation - Earth Changes</p>
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Mid February	Physical Features & Landforms	3. Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems.	<p>Textbook: Part 2: Planet Earth p. 16 – 28</p> <p>Resources: National Geographic - Landforms with Lesson Plans Types of Landforms</p> <p>Activity: Weathering & Erosion Station Activity World Landform Scavenger Hunt - Google World</p> <p>Review/Games: Weathering and Erosion National Geographic Game Weathering & Erosion Jeopardy Review</p> <p>Videos: Crash Course Kids - Weather vs. Climate Crash Course Kids - Weathering & Erosion</p> <p>Writing Prompt Ideas: NewsELA - Climate & Weather ELlevation - Maps of Earth's Features</p>
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<p>Late February</p>	<p>Climate & Natural Disasters</p>	<p>3. Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems.</p> <p>9. Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.</p>	<p>Textbook:</p> <ul style="list-style-type: none"> ● Part 3: Climates and Ecosystems - p. 30 - 44 <p>Resources:</p> <ul style="list-style-type: none"> ● NASA: Climate Change and Natural Disasters ● National Graphic: All About Climate ● CommonLIT - Global Warming and the Greenhouse Effects <p>Activities:</p> <ul style="list-style-type: none"> ● Natural Disaster Stem Activities ● Earthquakes - Crust, Plates, Drift, Faults, etc. ● Recycling and Waste Reduction ● Bag It! - Recycling Activity Project <p>Videos:</p> <ul style="list-style-type: none"> ● Earthquakes <p>Writing Prompt Ideas:</p> <ul style="list-style-type: none"> ● NewsELA - Wildfires in Tennessee <p>Examine Cause and Effect of Natural Disasters Create foldable illustrating different climate zones and climate regions Illustrate climate types using Apple or Android Emojis</p>
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<p>Early March</p>	<p>Biomes</p>	<p>Spiral Standards 1-3</p> <p>7. Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.</p> <p>9. Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.</p> <p>12. Explain ways geographic features and environmental issues have influenced historical events. Examples: famine, war, etc.</p>	<p>Textbook: Part 4: Human – Environ. Interaction - p. 46 – 5</p> <p>Resources: Science Prompts - #7 Biomes PBS Biomes Lesson Plan Readworks - Nature Under Threat - Multiple Leveled Texts & Comprehension Checks Sustainability Council - Climate Zones Greetings From Biome World Freckle - Sustainability </p> <p>Videos: Intro to Biomes </p> <p>Text Dependent Writing Ideas: Biomes - File for NewsELA Titles & Prompts </p> <p>Gallery Walk - students create a visual representation of each ecosystem; students view each completed product and write key notes about each ecosystem</p> <p>Create a PowerPoint about specific biomes & have students reteach concepts - discuss what climate zone you find this biome in, add wildlife and plant type, temperatures, precipitation</p> <p>ELlevation - Biodiversity</p>
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4th 9 – weeks (March 15 – May 28)
 46 instructional days; 23 A-Days and 23 B-Days
 +4 Exam Days

Time Period	Unit Topic	Standards	Resources
Mid March	Human Geography <ul style="list-style-type: none"> ● Population ● Economics ● Globalization ● Politics ● Geographic Patterns 	<p>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.</p> <p>7. Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.</p> <p>8. Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.</p> <p>9. Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.</p> <p>12. Explain ways geographic features and environmental issues have influenced historical events. Examples: boundary disputes</p>	<p>Resources:</p> <p>Globalization 101 Globalization - Trade Primary, Secondary, and Tertiary Economic Sources GDP & Standard of Living Lesson Plan The Game - The Middle East Cultural Diffusion with McDonalds</p> <p>Videos:</p> <p>Globalization Rich Country vs. Poor Country - Why do some countries prosper?</p> <p>Text Dependent Writing Ideas: How does population density affect how people live? NewsELA - The Impact of Globalization with Prompt File with NewsELA Titles & Prompts File 2 with NewsELA Titles & Prompts</p>

<p>Late March</p>	<p>Population Movement & Human Impact</p>	<p>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.</p> <p>6. Illustrate how primary, secondary, and tertiary economic activities have specific functions and spatial patterns.</p> <p>7. Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.</p> <p>8. Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.</p> <p>9. Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.</p> <p>11. Explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location. Examples: non renewable & renewable; oil in Middle East;</p> <p>12. Explain ways geographic features and environmental issues have influenced historical events. Examples: boundary disputes</p>	<p>Resources: What is migration? - Push & Pull Factors Population Pyramid - Realtime Overpopulation in India National Geographic - Human Modification How Do Humans Depend on the Earth? Booklet CommonLIT - How Human Food Choices Affect Earth's Climate Design a Travel Brochure</p> <p>Videos: Why Do People Migrate? Human Population Through Time TedED - Urbanization Megacities Reflect Growing Urbanization Trend</p> <p>Review/Games: The Game - The Middle East Stock Market Game (Paid Membership - Title I is FREE/ 10 Week Game - typically starts in February; TBD) iCivics - Crisis of Nations</p> <p>Writing Prompts Ideas: Would you rather live in an urban setting or in a rural setting? Provide at least 3 reasons defending your answer.</p> <p>Station activity to review migration, culture, 5 major world religions, population pyramid, population numbers (graphs/charts)</p> <p>ELLevation - Look for Pro Con Improv ELLevation - Urbanization & Immigration</p>
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<p>April</p>	<p>Culture</p>	<p>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.</p> <p>7. Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.</p> <p>8. Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.</p> <p>9. Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.</p> <p>12. Explain ways geographic features and environmental issues have influenced historical events. Examples: boundary disputes</p>	<p>Resources:</p> <p>World Cultures Lesson Plans National Geographic - Cultural Identity Religion Reading - Freckle with Answers CommonLIT - Egypt's Pyramids CommonLIT - The Four Dragons Food Origin Project Ethnic Food Court Research Activity National Geographic - Traditional Clothing Debate Opportunity - Pros and Cons for China's One Child Policy Ideas for Exploring Cultures in Your Classroom</p> <p>Videos:</p> <p>Intro to Culture USA Today - Teens Define Diversity Africa - Maasai life through a child's eyes</p> <p>Writing Prompt Ideas:</p> <p>Cultural Diversity Inquiry - NewsELA Text Set</p> <p>Compare traditional clothing styles around the world Compare and contrast family values across cultures Compare Patriarchal vs. Matriarchal societies Examine traditional foods across the globe</p>
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<p>April to May</p>	<p>Culture & Religion</p>	<p>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.</p> <p>7. Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.</p> <p>8. Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.</p> <p>9. Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.</p> <p>12. Explain ways geographic features and environmental issues have influenced historical events. Examples: boundary disputes</p>	<p>Resources: Freckle - World Religions Israeli/Palestinian Conflict PDF 1 Israeli/Palestinian Conflict PDF 2 National Geographic - Jerusalem</p> <p>Videos: What Does it Mean to be Religious? Middle East's Cold War - Religious Conflict OWN Intro to Islam OWN Intro to Judaism OWN Intro to Christianity OWN Network Intro to Buddhism OWN Network Intro to Hinduism</p> <p>Writing Prompt Ideas: NewsELA - Monotheism</p> <p>Quadrant Card/Frayer Model for 5 Major World Religions Connect religious beliefs and boundary disputes Examine ripple effect of religious conflict</p>
<p>End of May</p>	<p>Wrap Up Country 5 Themes of Geography Project/Revisit Concepts for Ancient Civilizations for 8th Grade</p>	<p>Spiral Standards 1 - 12</p>	<p>Activity: Country Powerpoint Unit or Semester Project (Aligns with HS Research Skills & Activities)</p> <p>Wrap up semester with culminating activity like the Country Project mentioned in week 1</p> <p>Introduce concepts of physical and cultural geography for World History 8.</p>