

Instructional Guide

Grade Level Seventh Grade

Subject Geography

School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Nine Weeks		<p>7.1.a.Describe the world in spatial terms using maps.</p> <p>7.1.b.Describe the world in spatial terms using major physical features.</p> <p>7.1.c.Describe the world in spatial terms using human features.</p> <p>7.1.d.Describe the world using urban and rural land-use patterns.</p> <p>7.1.B.1. Explaining the use of maps essentials, including type, size, shape, distance, location, scale, and symbols. Examples: reference and thematic maps; topographic maps, globes, and map projections; aerial photographs; satellite images; lines of latitude and longitude; cardinal and intermediate directions;</p>	<p>McDougal Littell. World Cultures and Geography. Pgs. 3-11, 45-49. Outline map activities. Internet resources. Atlas map.</p> <p>Significant Vocabulary: Reference maps Thematic maps Topographic maps Globes Map projections</p>		

		<p>fractional, graphic, and verbal scales; conventional symbols used in atlases; Global Positioning System (GPS); Geographic Information systems (GIS)</p> <p>7.1.B.2. Using geographic technology to acquire, process, and report information from a spatial perspective</p> <p>7.1.B.3.a. Analyzing relationships among people, by mapping information about them</p> <p>7.1.B.3.b. Analyzing relationships among places by mapping information about them</p> <p>7.1.B.3.c. Analyzing relationships among the environment by mapping information about them.</p> <p>7.1.B.3.d. Including trade patterns.</p> <p>7.1.B.3.e. governmental alliances</p> <p>7.1.B.3.f. and immigration patterns.</p>			
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1 st Nine Weeks		<p>7.2.a. Analyze regional characteristics for factors that contribute to change. Examples: economic development, accessibility, migration, media image, technological developments.</p> <p>7.2.b. Analyze regional characteristics for factors that contribute to their relative importance. Examples: economic development, accessibility, migration, media image, technological developments.</p> <p>7.2.B.1.a. Using field observations, maps, and other tools to identify physical characteristics of places. Examples: soils, vegetation, climate</p> <p>7.2.B.1.b. Using field</p>	McDougal Littell. Geography and World Cultures. Pgs. 35-40. Internet resources.		

		<p>observations, maps, and other tools to compare physical characteristics of places. Examples: soils, vegetation, climate</p> <p>7.2.B.2.a. Comparing physical and human characteristics of various places using observational data.</p> <p>7.2.B.2.b. Comparing physical and human characteristics of various places using geographic resources.</p>			
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1 st Nine Weeks	Standard 5, Objective 1. Eligible content: Geographic factors that influenced industrialization. Sources of power for new industries.	7.3.a. Describe processes that shape the physical environment, including long-range effects of extreme weather phenomena. Examples: plate tectonics and continental drift; ocean and atmospheric circulation; erosion; movements of the sun, moon, and Earth; renewable and nonrenewable resources; impact of hurricanes or typhoons on coastal ecosystems; heavy rainfall on hill slopes after deforestation 7.3.b. Describe processes that shape the physical environment, including long-range effects of extreme human activity. 7.3.B.1.a. Comparing how ecosystems vary place to place. Examples: differences in soils, climates, and topography. 7.3.B.1.b. Comparing how ecosystems vary overtime. Examples: destruction of natural habitats due to effects of floods and forest fires, reduction of	McDougal Littell. World Cultures and Geography. Pgs. 69-80. Internet resources.		

		species diversity due to loss of natural habitats, reduction of wetlands due to replacement by housing developments, to reforestation efforts.			
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1 st Nine Weeks	Standard 6, Objective 1. European colonialism and rivalries in Africa, Asia, and the Middle East	7.4.a. Locate cultural hearths in Europe on maps, globes, and satellite images. 7.4.b. Locate cultural hearths in Asia on maps, globes, and satellite images. 7.4.c. Locate cultural hearths in Africa on maps, globes, and satellite images. 7.4.B.1.a. Describing physical characteristics used to define regions in the Eastern Hemisphere. Examples: landforms, climates, oceans, rivers 7.4.B.1.b. Describing human characteristics government, economy, language, religion, culture. 7.4.B.2. Relating place names to cultural and/or political perspectives.	McDougal Littell. World Cultures and Geography. Pgs. 272-295, 328-347, pgs. 408-443.		

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1 st Nine Weeks	Standard 6, Objective 1. European colonialism and rivalries in Africa, Asia, and the Middle East	7.5.a. Identify physical characteristics of selected regions in the Eastern Hemisphere, including Europe, Asia, and Africa. Examples: principal features, natural resources, weather phenomena; 7.5.b. Identify economic characteristics of selected regions in the Eastern Hemisphere, including Europe, Asia, and Africa. Examples: agriculture, industry, imports and exports 7.5.c. Identify political characteristics of selected regions in the Eastern Hemisphere, including Europe, Asia, and Africa. Examples: distribution and movement of human populations 7.5.d. Identify cultural characteristics of selected regions in the Eastern Hemisphere, including Europe, Asia, and Africa. Examples: architecture, foods, clothes, languages, religion	McDougal Littell. World Cultures and Geography. Pgs. 272-295, 328-347, pgs. 408-443, 447-479.		

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1 st Nine Weeks	Standard 6, Objective 1. European colonialism and rivalries in Africa, Asia, and the Middle East	7.6.a. Explain factors that contribute to conflict within countries of the Eastern Hemisphere. Examples: economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations 7.6.b. Explain factors that contribute to conflict between countries of the Eastern Hemisphere. Examples: economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations	McDougal-Littell. World Cultures and Geography. Pgs. 530-534, 552-556		

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1 st Nine Weeks	Standard 6, Objective 1. European colonialism and rivalries in Africa, Asia, and the Middle East	7.7.a. Describe historical economic trade networks of regions in the Eastern Hemisphere based upon their geographic location and available resources. Examples: Silk Road, Sahara salt trade of the 1300s, spice trade of the 1400s-1600s, imperialistic relationships, petroleum production, satellite-based communication systems 7.7.b. Describe contemporary economic trade networks of regions in the Eastern Hemisphere based upon their geographic location and available resources. Examples: Silk Road, Sahara salt trade of the 1300s, spice trade of the 1400s-1600s, imperialistic relationships, petroleum production, satellite-based communication systems	McDougal Littell. World Cultures and Geography. Pgs. 272-295, 328-347, pgs. 408-443, 447-479.		

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1 st Nine Weeks		<p>7.8.a. Describe positive and negative environmental effects of human actions on the four basic components of Earth’s physical systems: Atmosphere. Examples: possible ozone depletion, Clean Air Act.</p> <p>7.8.b. Describe positive and negative environmental effects of human actions on the four basic components of Earth’s physical systems: Biosphere. Examples: deforestation, reduction in biodiversity, expansion of the savanna, desertification, and prevention of forest fires by proper forest management.</p> <p>7.8.c. Describe positive and negative environmental effects of human actions on the four basic components of Earth’s physical systems: lithosphere. Examples: land degradation, weathering by polluted air and water, reforestation, restocking of fish, water purification.</p> <p>7.8.d. Describe positive and negative environmental effects of human actions on the four basic components of Earth’s physical systems: hydrosphere. Examples: pesticides washing into river systems, decline of quality groundwater.</p>	McDougal Littell. World Cultures and Geography. Pgs. 33, 732-745. Internet resources.		

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1 st Nine Weeks	Standard 6, Objective 1. Eligible content: search for raw materials, global balance of power. Imperialist ideology.	7.9.a. Analyze environmental consequences of major technological changes in human history for intended outcomes. Examples: nuclear waste storage, depletion of fossil fuel by automobiles, protecting the soil through crop rotation, soil degradation after the invention of the steel-tipped plow, increased food supply 7.9.b. Analyze environmental consequences of major technological changes in human history for unintended outcomes. Examples: nuclear waste storage, depletion of fossil fuel by automobiles, protecting the soil through crop rotation, soil degradation after the invention of the steel-tipped plow, increased food supply 7.9.B.1. Identifying the impact of urban growth on the environment.	McDougal Littell. World Cultures and Geography. Pgs. 732-745		

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1 st Nine Weeks		7.10.a. Describe ways people in the Eastern Hemisphere prepare for natural hazards. Examples: earthquake drills in Japan, construction of houses on stilts in typhoon-prone areas 7.10.b. Describe ways people in the Eastern Hemisphere prepare for natural disasters. Examples: earthquake drills in Japan, construction of houses on stilts in typhoon-prone areas	McDougal Littell. World Cultures and Geography. Pgs. 701-726		

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1 st Nine Weeks	Standard 6, Objective 1. Eligible content: Global balance of power	7.11.a. Compare the distribution of natural resources in various parts of the world by mapping locations of major deposits. 7.11.B.1.Relating the importance of energy resources to the development of human societies. 7.11.B.2.Discussing the relationship between a country's standard of living and its accessibility to natural resources.	McDougal Littell. World Cultures and Geography. Pgs. 732-745		

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1 st Nine Weeks		<p>7.12.a. Describe problems involved in balancing the impact of human habitation on the environment essential for sustaining human life.</p> <p>7.12.b. Describe problems involved in balancing the impact of human habitation on the need for natural resources essential for sustaining human life.</p> <p>7.12.B.1.a. Assessing differing attitudes of people regarding the use of resources</p> <p>7.12.B.1.b. Assessing differing attitudes of people regarding the misuse of resources</p> <p>7.12.B.2.a-d. Predicting the future spatial organization of Earth if present conditions and patterns of consumption, problem-solving innovations, production, and rates of population growth and decline continue.</p> <p>7.12.B.3. Applying a problem-solving model to a geographic issue, including the development of sound arguments for specific actions on the issue. Examples: building a dam and reservoir, constructing a revitalized downtown area, choosing the site of a new landfill</p>	McDougal Littell. World Cultures and Geography. Pgs. 732-745		

Instructional Guide

Grade Level 7th Subject Civics School System Pickens County School Year 2009-2010

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2nd Nine Weeks					
2 nd Nine Weeks	Standard 2, Objective 1-2: Identify and describe the impact and the influence of the intellectual and religious thought on the political systems of the United States. Also, identify, explain, describe, and/or compare the provisions of essential documents of the United States Government. Eligible Content: -Magna Carta -Political concepts of Locke -Bill of Rights	7.1.a. Describe influences of ancient Greece on the government of the United States. 7.1.b Describe the Magna Carta on the government of the United States. 7.1.c. Describe the Mayflower Compact on the government of the United States. 7.1.B.1.a-c. Identifying essential characteristics of the Declaration of Independence, the Constitution, and the Bill of Rights as the foundation of the government of the United States. 7.1.B.2. Describing the influence of John Locke 7.1.B.3. Explaining essential characteristics of the political system of the United States. Examples: organization and functions of political parties, process of selecting political leaders.	Glencoe, <i>Civics Today</i> pgs. 19-23, 28-31, 37-38, 44-47. 225-229; Significant Vocabulary: Magna Carta Mayflower Compact Declaration of Independence Constitution Bill of Rights John Locke Graphic organizers		

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2 nd Nine Weeks		7.2.Compare the government of the United States with other governmental systems. Examples: monarchy, limited monarchy, oligarchy, dictatorship, theocracy, pure democracy	Glencoe. Civics Today, Pgs. 588-593; Significant Vocabulary: Monarchy Limited monarchy Oligarchy Dictatorship Theocracy Pure democracy Graphic organizers, pre-teach vocabulary		

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2 nd Nine Weeks	Standard 2, Objective 2. Identify and comprehend the provisions of essential documents of the United States government. Standard 5, Objective 1. Identify, explain, and relate the accomplishments and limitations of the Progressive Movement. -Alabama's 1901 Constitution	7.3.a. Describe essential characteristics of state governments in the United States. 7.3.b. Describe essential characteristics of local governments in the United States. 7.3.B.1.a. Identifying major offices and officeholders of state governments. 7.3.B.1.b. Identifying major offices and officeholders of local governments. 7.3.B.2.a. Explaining the historical background of the 1901 Constitution of Alabama on state and local governments. 7.3.B.2.b. Explaining the impact of the 1901 Constitution of Alabama on state and local governments. Example: lack of home rule	Glencoe. Civics Today. Pgs. 9, 85, 292-294, 548-551 Internet resources		

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2 nd Nine Weeks	Standard 2, Objective 2. Identify, explain, describe, and/or compare the provisions of essential documents of the United States Governments. Eligible Content. Basics of the Constitution, separation of powers. Relate Separation of Powers, Federal System, and the Bill of Rights to colonial experiences.	7.4.a. Compare duties and functions of members of legislative branches of local, state, and national governments. 7.4.b. Compare duties and functions of members of executive branches of local, state, and national governments. 7.4.c. Compare duties and functions of members of judicial branches of local, state, and national governments. 7.4.B.1.a. Identifying geographic and political districts of legislative branches of national, state, and local governments. 7.4.B.1.b. Identifying geographic and political districts of executive branches of national, state, and local governments. 7.4.B.1.c. Identifying geographic and political districts of judicial branches of national, state, and local governments. 7.4.B.2.a. Describing the organization of courts within the judicial system of the United States at local, state, and national levels. 7.4.B.2.b. Describing the judicial of courts within the judicial system of the United States at local, state, and national levels. 7.4.B.3.a. Explaining concepts of separation of powers among the three branches of state and national governments 7.4.B.3.b. Explaining concepts of checks and balances among the three branches of state and national governments.	Glencoe. Civics Today. Pgs. 55-56, 83-85, 191-94, 196-199 Map resource Map resource Map resource		

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2 nd Nine Weeks	Standard 2, Objective 2. Identify, explain, describe, and/or compare the provisions of essential documents of the United States Governments. Eligible Content: Basics of the Constitution, federal system.	7.5.a. Explain the importance of juvenile laws within the judicial system of the United States. 7.5.b. Explain the importance of adult laws within the judicial system of the United States. 7.5.c. Explain the importance of civil laws within the judicial system of the United States. 7.5.d. Explain the importance of criminal laws within the judicial system of the United States. 7.5.B.1. Explaining rights of citizens under the Constitution. Examples: due process, rights, right to privacy, equal protection, religious expression, habeas corpus. 7.5.B.2. Explaining what is meant by the term <i>rule of law</i> 7.5.B.3. Understanding consequences of breaking the law 7.5.B.4. Contrasting juvenile and adult laws and their respective court systems 7.5.B.5. Identifying laws that most affect youth at home, school, and in the community	Glencoe. Civics Today. Pgs. 14-16, 90, 198, 344-345 348-50, 375-381. Significant Vocabulary: Due process Rights Right to privacy Equal protection Religious expression Habeas corpus Graphic organizers, vocabulary strategies		

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2 nd Nine Weeks	Standard 5, Objective 1. Identify and evaluate the events that led to the settlement of the West. Eligible Content: Settlement of the Midwest/immigrant movement Changing role of the American farmers.	7.6.a. Describe how people organize economic systems for the production of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them. 7.6.b. Describe how people organize economic systems for the distribution of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them. 7.6.c. Describe how people organize economic systems for the consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them. 7.6.B.1. 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 7.6.B.2. Analyzing the distribution of urban areas to determine how they are linked together. Example: using distribution maps to examine population flows among cities, suburbs, and small towns.	Glencoe. Civics Today. Pgs. 425, 435, 574, 577		

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2 nd Nine Weeks	Standard 5, Objective 1. Describe the concepts, developments, and consequences of industrialization and urbanization. Eligible Content: Ideologies of Business, economic, Sources of power for new industries.	7.7.a.Describe the relationship between the consumer in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, characteristics of a market economy, and supply and demand. 7.7.b.Describe the relationship between the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, characteristics of a market economy, and supply and demand. 7.7.B.1. Describing the influence of the stock market upon individuals and the economy 7.7.B.2. Analyzing distribution and production maps to determine patterns of supply and demand 7.7.B.3. Describing effects of government policies on the free market 7.7.B.4. Identifying laws protecting rights of consumers and avenues of recourse when those rights are violated	Glencoe. Civics Today. Pgs. 405, 407, 408, 411, 435, 449, 453, 454-455, 461, 463, 467		

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2 nd Nine Weeks	Standard 5, Objective 1. Describe the concepts, developments, and consequences of industrialization and urbanization. Eligible Content: Ideologies of Business, economic,	7.8. Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, and insurance as well as checking and savings accounts, loans, investments, credit, and comparison shopping.	Glencoe. Civics Today. Pg. 422		

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2 nd Nine Weeks	Standard 2, Objective 2. Identify and comprehend the provisions of essential documents of the United States government. Eligible Content: Bill of Rights, 13 th -15 th amendments, violations.	7.9.a. Identify individual responsibilities of citizens of the United States. Examples: respect for rights of others, self-discipline, negotiation, compromise. 7.9.b. Identify civic responsibilities of citizens of the United States. Examples: respect for the law, patriotism, participation in the political process. 7.9.B.1. Describing differences in rights, privileges, duties, and responsibilities between citizens and noncitizens 7.9.B.2. Explaining how United States citizenship is acquired 7.9.B.3. Interpreting an immigration map 7.9.B.4. Identifying character traits that are beneficial to individuals and to the republic of the United States. Examples: honesty, courage, compassion, civility	Glencoe. Civics Today. Pgs. 6-25		

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2 nd Nine Weeks	Standard 5, Objective 1. Evaluate the concepts, developments, and consequences of industrialization and urbanization. Eligible Content: Characteristics, Social (role of women, public education, Niagara Movement, Tuskegee Institute, Progressive Constitutional Amendments and impact.	7.10.a. Describe changes in social conditions in the United States during the twentieth and twenty-first centuries. Examples: family values, peer pressures, educational opportunities 7.10.b. Describe changes in economic conditions in the United States during the twentieth and twenty-first centuries. Examples: career opportunities, disposable income 7.10.B.1. Describing the impact of print and electronic media and the Internet on the American way of life	Glencoe. Civics Today. Pgs. 329-333, 440-441, 515-516, 536-537, 549		

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2 nd Nine Weeks	Standard 6, Objectives 2. Eligible Content: Identify and explain the development of post-war American culture, underside of the 1920s, women's issues. Racial and ethnic conflict-1920s and 1930s.	7.11.a.Describe examples of conflict of groups, societies, and nations, using past and current events. 7.11.b.Describe examples of cooperation of groups, societies, and nations, using past and current events. 7.11.c.Describe examples of interdependence of groups, societies, and nations, using past and current events. 7.11.B.1.Tracing the political impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role. 7.11.B.2. Tracing the social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role.	Glencoe. Civics Today. Pg. 561, 568, 609, 611, 618, 624, 626		

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2 nd Nine Weeks	Standard 7, Objective 1. Eligible Content: Identify and analyze the causes of the Great Depression. Disparity of income. Identify and analyze the course of the Great Depression and its impact on American life. Geographic, Hoover's administration, Cultural.	7.12.a.Explain how the United States can be improved by individual participation. 7.12.b.Explain how the United States can be improved by collective participation. 7.12.c.Explain how the United States can be improved by public service. 7.12.B.1.a.Identifying options for civic action. Examples: investigating the feasibility of a specific solution to a traffic problem, developing a plan for the construction of a subdivision, using maps to make and justify decisions about the best location for facilities 7.12.B.1.b.Identifying options for community action. Examples: investigating the feasibility of a specific solution to a traffic problem, developing a plan for the construction of a subdivision, using maps to make and justify decisions about the best location for facilities 7.12.B.2. Participating in the political process. Examples: writing letters, being involved in political campaigns and issues. 7.12.B.3.Applying a problem-solving model to a community project, including constructing a policy statement, budget, and an action plan to achieve one or more goals related to an issue of public concern	Glencoe. Civics Today. Pgs. 3, 58, 126, 128, 141, 148, 215, 261, 272, 323, 332, 336, 403, 499, 561		