



Semester 1: 7th Grade Civics

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/ Suggested Activities
Quarter 1 7/31-9/27	Unit 1: A Tradition of Democracy 7/31-8/30	Standards: 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 3: Compare the government of the United States with other governmental systems, including monarchy, limited monarchy, oligarchy, dictatorship, theocracy, and pure democracy 10: Describe individual and civic responsibilities of citizens of the United States.	I can compare and contrast historical influences on the government of the United States. I can explain the essential characteristics of the political system of the United States. I can describe the organization and function of political parties. I can outline the process of selecting political leaders in the United States. I can compare the government of the United States with monarchy, limited monarchy, oligarchy, dictatorship, theocracy, and pure democracy. I can describe individual responsibilities of citizens in the United States. I can explain civic responsibilities that citizens have towards their community and country.	Resources <ul style="list-style-type: none"> • Newsela: Greek Influence on American Democracy • Magna Carta • Mayflower Compact • English Bill of Rights Activities <ul style="list-style-type: none"> • Compare and Contrast Types of Governments • iCivics: One Big Party - Political Parties • Third Party Obstacles • iCivics: Win the White House Game
	Unit 2: State and Local Government 9/9-9/27	Standards: 4: Describe structures of state and local governments in the United States, including major Alabama offices and officeholders. (Alabama) 5: Compare duties and functions of members of the legislative, executive, and judicial branches of Alabama's local and state governments and the national government. (Alabama)	I can describe the structures of state and local governments in Alabama. I can identify major Alabama offices and officeholders. I can compare the duties and functions of members in legislative, executive, and judicial branches at different government levels.	Resources <ul style="list-style-type: none"> • Newsela: Types of Local Government • iCivics lessons Activities <ul style="list-style-type: none"> • Counties Work: iCivics Game •

<p>Quarter 2 9/30-12/20</p>	<p>Unit 3: The Citizen in Society 9-30/-10/25</p>	<p>Standards:</p> <p>6: Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.</p> <p>11: Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.</p> <p>12: Describe how the United States can be improved by individual and group participation in civic and community activities.</p>	<p>I can explain the importance of juvenile, adult, civil, and criminal laws within the U.S. judicial system.</p> <p>I can compare changes in social and economic conditions in the U.S. during the 20th and 21st centuries.</p> <p>I can describe how participating in civic and community activities benefits the U.S.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Newsela: Your Civic Duty <p>Activities</p> <ul style="list-style-type: none"> • Social Movements Project
	<p>Unit 4: The American Economy 10/28-12/6</p>	<p>Standards:</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>I can identify different types of economic systems and explain how they address basic economic questions.</p> <p>I can evaluate the impact of economic decisions on society.</p> <p>I can explain the role of the stock market in the U.S. economy.</p> <p>I can apply principles of money management to create a personal budget that addresses various expenses.</p> <p>I can differentiate between checking and savings accounts, loans, investments, and credit, and make informed decisions about them.</p>	<p>Resources</p> <ul style="list-style-type: none"> • <p>Activities</p> <ul style="list-style-type: none"> •
	<p>Unit 5: The United States and the World 12/9-12/20</p>	<p>Standards:</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>I can recognize and comprehend key events and legislation in post-9/11 America and the influence of media analysis on public perception of these issues.</p>	<p>Resources</p> <ul style="list-style-type: none"> • <p>Activities</p> <ul style="list-style-type: none"> •

Semester 2: 7th Grade Geography

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/ Suggested Activities
Quarter 3 1/9-3/21	Unit 1: Themes of Geography and Geography Toolbox	Standards: 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. 7: Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.	I can read maps and other geographic tools. I can describe the world and its features using spatial terms. I can compare different patterns and features of the world.	Resources • Activities •
	Unit 2: The Physical World vs. The Human World	Standards: 1: Describe the world in spatial terms using maps and other geographic representations, tools, and technologies. 3: Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems. 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. 11: Explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location.	I can compare different patterns in the environment caused by processes like weather, living organisms, rocks, and water on Earth. I can explain how people change the environment in different places and how these changes affect the environment. I can describe how people use natural materials from the Earth, and how the amount, quality, and location of these resources change over time.	Resources • Activities •
	Unit 3: Government, Citizenship, and Economics	Standards: 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. 6: Illustrate how primary, secondary, and tertiary economic	I can identify how cultural elements shape different regions. I can explain how traits spread and impact areas differently. I can define primary, secondary, and tertiary economic activities.	Resources • Activities •

		<p>activities have specific functions and spatial patterns.</p> <p>8: Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.</p>	<p>I can show how each type of economic activity works.</p> <p>I can analyze how political, military, cultural, and economic forces influence cooperation and conflict among people.</p>	
<p>During the following Units, students will use the standards listed below to explore various regions of the world.</p>				
<p><u>Standards:</u></p> <p>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.</p> <p>5: Explain how cultural features, traits, and diffusion help define regions.</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>10: Explain how human systems develop in response to physical environmental conditions.</p> <p>12: Explain ways geographic features and environmental issues have influenced historical events.</p>				
<p>Quarter 4</p> <p>3/31-5/29</p>	<p>Unit 4: The Americas</p>	<p>Standards:</p> <p>4, 5, 8, 9, 10, 12.</p>	<p>I can explore how people live, how they shape their surroundings, and how the environment influences the way communities develop in different parts of North and South America.</p> <ul style="list-style-type: none"> • United States, Canada, Mexico, Central America, South America 	<p>Resources</p> <ul style="list-style-type: none"> • <p>Activities</p> <ul style="list-style-type: none"> •
	<p>Unit 5: Europe and the Caucasus</p>	<p>Standards:</p> <p>4, 5, 8, 9, 10, 12.</p>	<p>I can explore the diverse cultures, landscapes, and histories of Europe and the Caucasus, understanding how people's actions impact the environment and how societies adapt to different physical conditions in these regions.</p>	<p>Resources</p> <ul style="list-style-type: none"> • <p>Activities</p> <ul style="list-style-type: none"> •
	<p>Unit 6: The Eastern Mediterranean and The Arabian Peninsula to Central Asia</p>	<p>Standards:</p> <p>4, 5, 8, 9, 10, 12.</p>	<p>I can explore the diverse landscapes, cultures, and historical connections of the Eastern Mediterranean, Arabian Peninsula, and Central Asia, understanding how human actions shape the environment and how societies develop in response to the region's physical diversity.</p>	<p>Resources</p> <ul style="list-style-type: none"> • <p>Activities</p> <ul style="list-style-type: none"> •

MAGIC CITY ACCEPTANCE
ACADEMY

	Unit 7: Africa	Standards: 4, 5, 8, 9, 10, 12.	I can explore the diverse landscapes, cultures, and histories of Africa, understanding how human actions impact the environment and how societies adapt to the continent's wide range of physical conditions.	Resources • Activities •
	Unit 8: East Asia and Southeast Asia	Standards: 4, 5, 8, 9, 10, 12.	I can explore the diverse cultures, landscapes, and historical connections of East Asia and Southeast Asia, understanding how people interact with their environment and how societies develop in response to the region's unique geographical characteristics.	Resources • Activities •
	Unit 9: Oceania and Antarctica	Standards: 4, 5, 8, 9, 10, 12.	I can explore the diverse environments, cultures, and connections of Oceania and Antarctica, understanding how human actions impact the unique ecosystems of these regions and how societies adapt to extreme physical conditions.	Resources • Activities •