

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide- Social Studies Fourth Nine Weeks

GRADE LEVEL, OR COURSE TITLE/ Course Code: SEVENTH GRADE- CIVICS

Course Code: F10001001

COURSE DESCRIPTION:

Civics 1-4 Course: The seventh grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Please note the following important general information regarding the Pacing Guides:

- The Pacing Guides outline the required curriculum for social studies, grades K-12, in Miami-Dade County Public Schools.
- Social Studies Pacing Guides have been developed for all elementary grade levels (K-5) and for each of the required social studies courses at the middle and senior high school levels.
- The Social Studies Pacing Guides are to be utilized by all teachers, grades K-12, when planning for social studies instruction.
- The Pacing Guides outline the required sequence in which the grade level or course objectives are to be taught.
- The Pacing Guides outline the pacing in which instruction should occur. Specifically, the Pacing Guides are divided into 9 week segments and provide an estimate of the number of traditional or block days needed to complete instruction on a given topic. Teachers should make every effort to stay on pace and to complete the topics in a given nine weeks. Slight variations in pacing may occur due to professional decisions made by the teacher or because of changes in school schedules.

NOTE: The five additional content benchmarks (project based skills) that are also assessed on the End of Course Exam for Civics are highlighted in green throughout the pacing guide. Although separate lesson plans do not exist for the five content area assessed benchmarks (project based skills), attached to each is a link in yellow to the lesson plan that correlates to the content tested benchmark that it falls under.

NOTE: Associated with each tested benchmark is a link to a lesson plan (highlighted in yellow) complete with all readings, handouts, a detailed lesson plan, and a pre-post quiz to be used during instruction in order to emphasize the importance of tested benchmarks.

NOTE: Associated with each tested Civics End of Course Exam benchmark, is a link to the pages from the Civics End of Course Assessment Test Item Specifications which provides a clarification and breakdown of the benchmark, highlighted in blue.

NOTE: The five additional content benchmarks (project based skills) that are also assessed on the End of Course Exam for Civics are highlighted in green throughout the pacing guide. Although separate lesson plans do not exist for the five content area assessed benchmarks (project based skills), attached to each is a link in yellow to the lesson plan that correlates to the content tested benchmark that it falls under.

Each Social Studies Pacing Guide is divided into the following headings/categories to assist teachers in developing lesson plans:

- **Grade Level or Course Title** - The grade level and course title are listed in the heading of each page.
- **Course Code** - The Florida Department of Education Course Code is listed for the course.
- **Topic** - The general topic for instruction is listed, e.g., Westward Expansion.
- **Pacing** - An estimated number of traditional or block instructional days needed to complete instruction on the topic is provided.
- **Strands and Standards** - Strands and Standards from the Next Generation Sunshine State Standards (NGSSS) are provided for each topic.
- **Nine Week Grading Period** - Grading periods (1-4) are identified.
- **Essential Content** - This critically important column provides a detailed list of content/topics and sub topics to be addressed during instruction.
- **NGSSS-SS Benchmarks** - This critically important column lists the required Instructional Benchmarks that are related to the particular topic. The Benchmarks are divided into Content Benchmarks and Skill Benchmarks. These benchmarks should be identified in the teacher's lesson plans.
- **Instructional Tools** - This column provides suggested resources and activities to assist the teacher in developing engaging lessons and pedagogically sound instructional practices. The Instructional Tools column is divided into the following subparts: Core Text Book, Key Vocabulary, Technology (Internet resources related to a particular topic),

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Velavancorresponding**



Miami Dade Schools Pacing Guide:

STEM and Social Justice: Teaching and Learning in Diverse Settings Cheryl B. Leggon, Michael S.

Gaines, 2017-06-06 This volume focuses on selected innovative programs designed to augment the science engineering engineering and mathematics STEM workforce through increasing and enhancing the participation of under represented groups The programs span the STEM career pathway primary secondary and tertiary education and professional development and socialization in the United States South Africa and New Zealand Similarities as well as differences between and among programs across nations will be systematically analyzed for lessons learned The conceptualization for this volume developed over the past several years during various international conferences starting in Havana Cuba in 2006 and continuing at meetings in Japan 2014 South Africa 2013 and 2015 and New Zealand 2015 Public Gardens and Livable Cities Donald A. Rakow, Meghan Z. Gough, Sharon A. Lee, 2020-11-15

Public Gardens and Livable Cities changes the paradigm for how we conceive of the role of urban public gardens Donald A Rakow Meghan Z Gough and Sharon A Lee advocate for public gardens as community outreach agents that can and should partner with local organizations to support positive local agendas Safe neighborhoods quality science education access to fresh and healthy foods substantial training opportunities and environmental health are the key initiative areas the authors explore as they highlight model successes and instructive failures that can guide future practices Public Gardens and Livable Cities uses a prescriptive approach to synthesize a range of public private and nonprofit initiatives from municipalities throughout the country In doing so the authors examine the initiatives from a practical perspective to identify how they were implemented their sustainability the obstacles they encountered the impact of the initiatives on their populations and how they dealt with the communities underlying social problems By emphasizing the knowledge and skills that public gardens can bring to partnerships seeking to improve the quality of life in cities this book offers a deeper understanding of the urban public garden as a key resource for sustainable community development

The Enduring Promise of America's Great City Schools Michael Casserly, 2024-10-30

A sober yet encouraging look at how urban public schools have confronted challenges defied expectations and continued to improve *Leadership for Low-Performing Schools* Daniel L. Duke, 2015-01-15 No greater challenge faces our society than improving the educational opportunities for millions of young people trapped in chronically low performing schools Overcoming this challenge requires talented and dedicated school leaders whose knowledge and skills extend far beyond what is covered in conventional principal preparation programs This book draws on extensive research by the author and others on the actions needed to turn around low performing schools First however the book examines the personal qualities needed to undertake the turnaround process Following chapters provide guidelines on diagnosing the school based causes of low achievement and developing a school turnaround plan The author focuses on the importance of continuous planning a departure from standard practice A major portion of the book is devoted to examples of first order and second order

strategies for raising achievement Specific recommendations for launching the turnaround process and sustaining gains beyond the first years of turnaround are provided The concluding chapter addresses the role of school districts in supporting school based turnaround efforts

List of Outstanding Teaching and Learning Materials Association for Supervision and Curriculum Development,1967

Grassroots School Reform K. Farnsworth,2011-01-18 This book walks community activists through the rationale for assuming local responsibility for academic performance outlines steps needed to drive that change and suggests curricular direction and school policy requirements

Mathematics Benchmarking Report ,2001

Resources in Education ,1985

Tentative Guide for Basic Education in Dade County Junior High Schools Dade County (Fla.). Public Schools,1952

A Human Relations Guide for Teachers Erwin H. Epstein,Joseph J. Pizzillo,1972

Recruiting, Preparing, and Retaining Teachers for Urban Schools Kenneth R. Howey,Linda Mary Post,Nancy L. Zimpher,2006 How can the revolving door at the nation s high poverty schools be slowed down How can diversity be taught in teacher preparation that relates to teaching and learning How can teachers learn to use the diverse urban classroom as a rich asset By focusing on reconceptualizing general education studies addressing key urban understanding and abilities throughout the professional program implementing multiyear induction programs and integrating outstanding veteran urban teachers the authors of this volume take an affirming look at preparing teachers for the complexities of urban teaching They candidly present lessons from a variety of urban settings for attracting preparing and supporting teachers who are both caring and qualified The book contains the following chapters 1 The Urban Context and Urban Schools Kenneth R Howey 2 Sociocultural Strategies for Recruiting Teachers Into Urban Classrooms Elizabeth C Rightmyer Ann E Larson 3 Urban Immersion A Prototypical Early Clinical Immersion Experience Andrea J Stairs 4 Recruiting Preparing and Retaining Urban Teachers One Person s View From Many Angles Michael J Froning 5 UWM s Collaborative Teacher Education Program for Urban Communities and the Pursuit of Program Coherence Marleen D Pugach Hope Longwell Grice Alison Ford 6 Professional Development of Reading Teachers Biography and Context William E Blanton Alison Shook Anne Hocutt Adriana Medina Jeanne Schumm 7 Growing Teacher Leadership in the Urban Context The Power of Partnerships Elizabeth MacDonald Dennis Shirley 8 Voices From the City The Patrick Henrey High School Residency Program Sharon Cormany Ornelas Patricia Thornton and 9 Retaining Highly Effective Teachers in an Urban School District Challenges and Opportunities Vivian Gunn Morris Allan D Sterbinsky

Resources in Education ,1983

Educational Screen & Audio-visual Guide ,1969

ERIC Educational Documents Index Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education

ERIC Educational Documents Index, 1966-69: Minor descriptors and author index ,1970

Designing and Improving Courses and Curricula in Higher Education Robert M. Diamond,1989-01-24 Designing and Improving Courses and Curricula in Higher

Education provides a practical step by step guide for systematically enhancing college courses and curricula offering a proven cost effective approach for analyzing and improving existing programs as well as developing implementing and evaluating new ones **The Complete Learning Disabilities Directory** ,1998 **The Complete Learning Disabilities Directory** Grey House Publishing,1997-08 **Research in Education** ,1971 **Current Index to Journals in Education** ,1976

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web you may not need a memorial service that is about loss but perhaps instead about gratitude this model for a litany of

grateful remembrance was developed for use during worship on september 11 2011 the tenth anniversary of terrorist attacks on the united states that killed nearly 3 000 people

benediction worshipwell - Nov 24 2022

web below is a call and response prayer that could be used as a call to worship pastoral prayer benediction etc the text is taken from various mlk quotes and the congregational response is from king s i have a dream speech after the prophet amos one we now raise the voice of the prophet martin luther king whose voice we still need so

lisa s liturgies memorial day litany google sites - Mar 29 2023

web memorial day litany reading major michael davis o donnell 1 january 1970 dak to vietnam listed on february 7 1978 as killed in action march 24 1970 if you are able save for them a

worship service theme memorial day spiritual eldercare - Mar 17 2022

web please pray with me as we open our time together opening prayer great and loving god we ask that your holy spirit bless our time together and refresh us with your presence in the midst of a world full of trouble and strife we thank you for watching over us guiding us and as we confess our sins for forgiving us

invitation hospitality worshipwell - May 19 2022

web litany for regathering posted by worship well on jun 29 2021 in invitation hospitality prayers litanies slideshow special sundays services 0 comments after almost 17 months of worshipping outside of our church sanctuary due to covid 19 we regathered inside once again on 7 4

prayers litanies worshipwell - Jul 01 2023

web no one has greater love than this to lay down one s life for one s friends on this sunday before memorial day we pause to remember the self giving love of jesus christ that he modeled for us and which has been imitated in the self giving love of those men and women who died in read more