

# Alabama 7 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Alabama                                                   |
| Grade            | 7 (Middle)                                                |
| Subject          | Social Studies                                            |
| Course category  | Core                                                      |
| Standards family | Social Studies                                            |
| Framework        | 2024 Alabama Course of Study: Social Studies              |
| Issuing agency   | Alabama State Department of Education                     |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — What Farming Changed

### Unit 3: Farming, and the First Cities · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                   |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How does growing food change who does what?                                                                                                                                                                                                       |
| Standards          | <b>Settlement, Roles and Specialised Work -&gt; Standard 5b PRE-HISTORY AND THE NEOLITHIC REVOLUTION</b> — Describe the settlement patterns, shift in gender roles, and job specialization associated with the development of agrarian societies. |
| Learning target    | "I can describe how farming changed how people lived and worked."                                                                                                                                                                                 |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                   |

#### Measurable objectives

- Students will describe the settlement patterns, shift in gender roles and job specialisation associated with agrarian societies.
- Students will connect surplus to specialisation.

#### Success criteria (student-friendly)

- "I describe a settlement pattern."
- "I explain how specialised work became possible."
- "I describe changes in roles."

#### Academic vocabulary

settlement pattern, surplus, specialisation, division of labour, role

#### Materials and technology

- Supplied case material
- Notebooks
- Chart paper
- Maps
- Whiteboards

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

Settlement patterns, specialisation and role changes described.

### Family communication

Ask your child what a food surplus made possible.

## Day 41 — Where People Built

### Week 9, Day 1 · Unit 3 · Standards: Standard 5b

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Settlement patterns.                                                  |
| Learning target   | "I can describe how farming changed how people lived and worked."     |
| Vocabulary in use | settlement pattern, surplus, specialisation, division of labour, role |
| Local date        | _____                                                                 |

### Learning sequence

Connect: Week 8's rivers. Teach: the patterns settlements take - clustered, linear along a river, dispersed - and what each says about the land and the society. Try: shared reading of supplied plans. Apply: pupils classify three. Reflect: standard 5b names settlement patterns first.

### Check for understanding

Student classifies a settlement pattern and explains it.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — More Food Than You Need

### Week 9, Day 2 · Unit 3 · Standards: Standard 5b

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Surplus.                                                              |
| Learning target   | "I can describe how farming changed how people lived and worked."     |
| Vocabulary in use | settlement pattern, surplus, specialisation, division of labour, role |
| Local date        | _____                                                                 |

### Learning sequence

Connect: patterns. Teach: surplus as the hinge - once some people can feed others, other work becomes possible - which explains almost everything in the rest of the course. Try: shared reasoning. Apply: pupils explain the chain from surplus to specialisation. Reflect: THIS IS THE MOST IMPORTANT CAUSAL CHAIN IN THE YEAR.

### Check for understanding

Student explains how surplus makes specialised work possible.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Somebody Does One Thing

### Week 9, Day 3 · Unit 3 · Standards: Standard 5b

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Specialisation.                                                       |
| Learning target   | "I can describe how farming changed how people lived and worked."     |
| Vocabulary in use | settlement pattern, surplus, specialisation, division of labour, role |
| Local date        | _____                                                                 |

### Learning sequence

Connect: surplus. Teach: job specialisation and the kinds of work it produced - potters, smiths, builders, record-keepers - and that specialists depend on farmers. Try: shared listing. Apply: pupils identify four specialised roles and their dependence. Reflect: standard 5b names job specialisation explicitly.

### Check for understanding

Student explains what specialisation requires.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Roles That Changed

### Week 9, Day 4 · Unit 3 · Standards: Standard 5b

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Gender roles, handled carefully.                                      |
| Learning target   | "I can describe how farming changed how people lived and worked."     |
| Vocabulary in use | settlement pattern, surplus, specialisation, division of labour, role |
| Local date        | _____                                                                 |

### Learning sequence

TEACHER NOTE: THIS IS TAUGHT AS EVIDENCE ABOUT PAST SOCIETIES, NOT AS A CLAIM ABOUT WHAT ANY ROLE SHOULD BE. Standard 5b names a shift in gender roles; the plan describes what the evidence indicates about who did what and how that changed, states that the evidence is partial, and NEVER PRESENTS ANY DIVISION OF WORK AS NATURAL OR PROPER. No pupil is asked about roles in their own home. Connect: specialisation. Teach: what changed and what the evidence for it is. Try: shared examination. Apply: pupils describe one documented change with its evidence. Reflect: the evidence is thinner than most accounts admit, and saying so is honest.

### Check for understanding

Student describes a change in roles with its evidence and its limits.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — What Farming Changed

### Week 9, Day 5 · Unit 3 · Standards: Standard 5b

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Standard 5b assessed.                                                 |
| Learning target   | "I can describe how farming changed how people lived and worked."     |
| Vocabulary in use | settlement pattern, surplus, specialisation, division of labour, role |
| Local date        | _____                                                                 |

### Learning sequence

Connect: the week. Teach: a written description covering settlement, specialisation and roles. Try: shared setup. Apply: pupils write. Reflect: standard 5b recorded.

### Check for understanding

Student describes the social changes agriculture brought.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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