




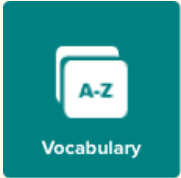








# Pacing Guide: **Human Impact on Climate**

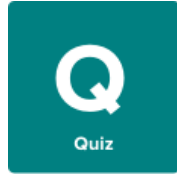
Grade Level: **Seventh Grade** | Duration: **1 week**

BrainPOP Topics: (1) **Climate Change** (2) **Humans and the Environment**

	DAY 1 - 30 Min	DAY 2 - 30 min	DAY 3 - 30 min	DAY 4 - 40 min	Day 5 - 40 min
<p><b>Build Background</b></p> <p>Watch the movie, pausing to reflect on content.</p>	 <p>Watch Movie:</p> <p><a href="#">Climate Change</a></p>	 <p>Re-watch Movie:</p> <p><a href="#">Climate Change</a></p>	 <p>Watch Movie:</p> <p><a href="#">Humans and the Environment</a></p>	 <p>Re-watch Movie:</p> <p><a href="#">Humans and the Environment</a></p>	 <p>Read and annotate One:</p> <p><a href="#">Climate Change</a> and/or <a href="#">Coral</a></p>
<p><b>Think &amp; Do</b></p> <p>Engage with a grade-level appropriate feature or tool.</p>	 <p>Vocabulary Development:</p> <p><a href="#">Climate Change</a></p>	 <p>Apply Knowledge:</p> <p><a href="#">Climate Change</a></p>	 <p>Vocabulary Development:</p> <p><a href="#">Humans and the Environment</a></p>	 <p>Apply Knowledge:</p> <p><a href="#">How has human population growth affected the planet?</a></p> <p>View <a href="#">rubric</a>.</p>	 <p>Apply Knowledge:</p> <p><a href="#">What causes climate change?</a> <a href="#">What are its effects?</a></p> <p>View <a href="#">rubric</a>.</p>

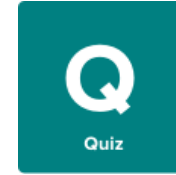
**Assess**

Take a topic quiz and review your score.



Test Yourself:

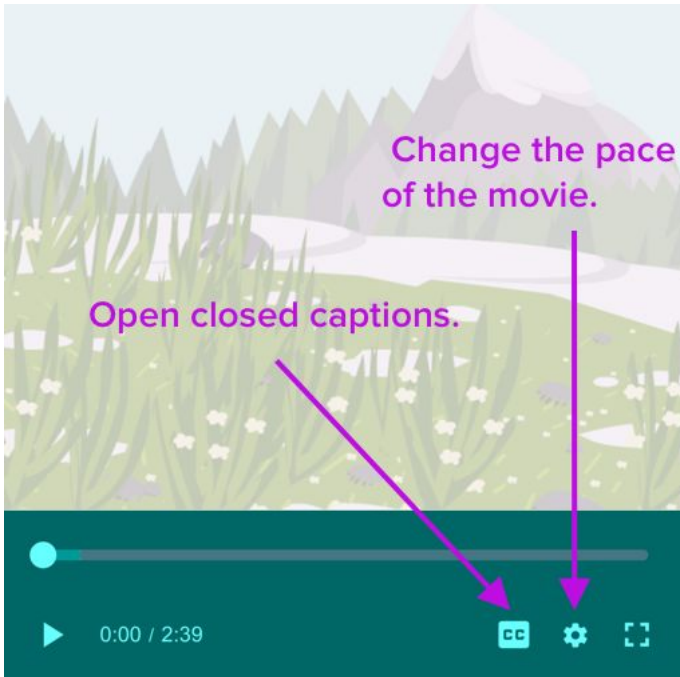
[Climate Change](#)



Test Yourself:

[Humans and the Environment](#)

## Movie Viewing Tips



Standard	Activity
<p><a href="#">CCSS.ELA-LITERACY.RI.7.1</a> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Build Background</b> Watch and discuss movies: <a href="#">Climate Change</a> <a href="#">Humans and the Environment</a></p>
<p><a href="#">CCSS.ELA-LITERACY.RI.7.10</a> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Build Background</b> <a href="#">Related Reading: Climate Change</a> <a href="#">Related Reading: Coral</a></p>
<p><a href="#">CCSS.ELA-LITERACY.L.7.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><a href="#">CCSS.ELA-LITERACY.RST.6-8.4</a> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>.</p>	<p><b>Think &amp; Do</b> <a href="#">Vocabulary: Climate Change</a> <a href="#">Vocabulary: Humans and the Environment</a></p>
<p><a href="#">CCSS.ELA-LITERACY.RST.6-8.7</a> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p><b>Think &amp; Do</b> <a href="#">Worksheet: Climate Change</a></p>
<p><a href="#">CCSS.ELA-LITERACY.SL.7.2</a> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.7.5</a></p>	<p><b>Think &amp; Do</b> <a href="#">Make-a-Movie: Humans and the Environment</a> <a href="#">Make-A-Map: Climate Change</a></p>

<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><a href="#">CCSS.ELA-LITERACY.W.7.4</a></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p><a href="#">CCSS.ELA-LITERACY.RI.7.2</a></p> <p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Assess</b></p> <p><a href="#">Quiz: Climate Change</a></p> <p><a href="#">Quiz: Humans and the Environment</a></p>

## NGSS

### Science and Engineering Practices: 6-8

- **Analyzing and Interpreting Data**
  - Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
  - Analyze and interpret data to provide evidence for phenomena.
- **Constructing Explanations**
  - Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
  - Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.
- **Obtaining, Evaluating, and Communicating Information**
  - Critically read scientific texts adapted for classroom use to determine the central ideas and/or obtain scientific and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).
  - Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.

### Disciplinary Core Ideas

ESS3.C: Human Impacts on Earth Systems

Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

ESS3.D: Global Climate Change

Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.

## Crosscutting Concepts: 6-8

- **Patterns**
  - Graphs, charts, and images can be used to identify patterns in data.
- **Cause and Effect**
  - Cause and effect relationships may be used to predict phenomena in natural or designed systems.
- **Stability and Change**
  - Stability might be disturbed either by sudden events or gradual changes that accumulate over time.