7th Grade SPED Resource Social Studies Curriculum

Course Description: The focus of 7th Grade Social Studies promotes an awareness of the world through the examination of economics, government, and the five themes of geography. The essential skills and concepts of this course provide the necessary background knowledge for success in subsequent social studies coursework.
Scope and Sequence:

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<th>Instructional Topics</th>
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<td>4-6 weeks</td>
<td>Foundations of Geography</td>
<td>Topic 1: Location&lt;br&gt;Topic 2: Physical Features</td>
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<td>4-6 weeks</td>
<td>Human Environment Interaction</td>
<td>Topic 1: Ecosystems&lt;br&gt;Topic 2: Humans Impact the Environment&lt;br&gt;Topic 3: Environmental Impacts on People</td>
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<td>4-6 weeks</td>
<td>Culture</td>
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<td>4-6 weeks</td>
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<td>Create Your Own Country</td>
</tr>
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*This document contains the entire 7th Grade Social Studies curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the 7th Grade Resource classroom.*
Curriculum Revisions

**Fall, 2018**
- Pacing changed from “class periods” to “minutes”

**Spring, 2016**
- Unit 1: Foundations of Geography
  - Engaging Experience #1: Added option of class-wide battleship competition w/large map
- Moved HEI from Unit 4 to Unit 2
- Unit 3 Culture
  - Engaging Scenario wording adjusted for clarity
- Unit 5: Migration
  - Pacing adjusted to 4-5 weeks
- Unit 6: Globalization
  - Pacing adjusted to 3-4 weeks
Unit 1: Foundations of Geography

Subject: Social Studies
Grade: 7
Name of Unit: Foundations of Geography
Length of Unit: 4-6 weeks
Overview of Unit: Students will work on basic map/geography skills as well as determining location of key places on the globe.

Priority Standards for the Unit:
- SS5 1.4, 1.5, 1.10 Locate and describe geographic places, using absolute and relative location, especially as people were able to define them more accurately
- SS5 1.4, 1.10 Locate the world’s continents, oceans and major topographic features as civilizations spread
- SS5 1.4, 1.5, 1.10 Locate major cities and nations of the world in historical context
- SS5 1.6 Explain physical characteristics, such as climate, topography, relationship to water and ecosystems

Supporting Standards for the Unit:
- SS5 1.8 Construct Maps
- SS5 1.10 Describe how physical processes shape the physical environment
- SS5 1.10 Use geography to interpret the past, explain the present and plan for the future
- CCSS: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS: Integrate visual information from multimedia and digital sources
- ISTE-CREATIVITY AND INNOVATION 1 Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical characteristics such as climate</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>physical characteristics such as topography</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
physical characteristics such as relationship to water | Explain | 2 | 2

physical characteristics such as relationship to ecosystems | Explain | 2 | 2

major cities of the in a historical context | Locate | 1 | 1

major nations of the world in a historical context | Locate | 1 | 1

geographic places, using absolute and relative location, especially as people were able to define them more accurately | Locate | 1 | 2

geographic places, using absolute and relative location, especially as people were able to define them more accurately | Describe | 2 | 2

the world's continents as civilizations spread | Locate | 1 | 1

the world's oceans as civilizations spread | Locate | 1 | 1

the world’s major topographic features as civilizations spread | Locate | 1 | 1

**Essential Questions:**

1. How do absolute and relative location help us locate places and things?
2. How are places unique and different?
3. How does the location of places and topographic features illustrate history?

**Enduring Understanding/Big Ideas:**

1. Absolute location is determined by latitude and longitude, which is a measurement told to specify the precise location of features on the surface of the Earth. Relative location helps to understand locations based on their relation to other important places/locations.
2. Places are unique and different because of their varying climate, topography, plants/animals and location in connection to resources.
3. Location of key places and topographical features help us to understand how and why people settled where they did.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>Climate</td>
</tr>
<tr>
<td>Locate</td>
<td>Topography</td>
</tr>
<tr>
<td>Understand</td>
<td>Ecosystems</td>
</tr>
<tr>
<td>Describe</td>
<td>Latitude</td>
</tr>
<tr>
<td>Ecosystem</td>
<td>Longitude</td>
</tr>
<tr>
<td></td>
<td>Prime Meridian</td>
</tr>
<tr>
<td></td>
<td>Equator</td>
</tr>
</tbody>
</table>

### Resources for Vocabulary Development:

Four-Square Vocabulary
Topic 1: Location

Engaging Experience 1
Title: Latitude/Longitude Battleship
Suggested Length of Time: 85 minutes
Standards Addressed

Priority:
- SS5 1.4, 1.5, 1.10 Locate and describe geographic places, using absolute and relative location, especially as people were able to define them more accurately.

Detailed Description/Instructions: Students will be given a grid to plot points. Their points will represent their "battleships". The teacher will call out coordinates and they will have to determine whether their ships are on those specific coordinates. If their ship is hit, they will mark it on their grid. This is a fun way to practice plotting/finding coordinates. Students could even complete this in small partners instead of as a large class.

Bloom’s Levels: 1
Webb’s DOK: 2

Engaging Experience 2
Title: $10,000 Pyramid: Relative Location
Suggested Length of Time: 30 minutes
Standards Addressed

Priority:
- SS5 1.4, 1.5, 1.10 Locate and describe geographic places, using absolute and relative location, especially as people were able to define them more accurately

Detailed Description/Instructions: Students will work together in partners to play the relative location version of $10,000 Pyramid. They will complete to describe the places listed using ONLY relative location clues.

Bloom’s Levels: 2
Webb’s DOK: 2

Engaging Experience 3
Title: Map Quiz
Suggested Length of Time: 30 minutes
Standards Addressed

Priority:
- SS5 1.4, 1.10 Locate the world’s continents, oceans and major topographic features as civilizations spread
- SS5 1.4, 1.5, 1.10 Locate major cities and nations of the world in historical context
Supporting:
- SS5 1.10 Use geography to interpret the past, explain the present and plan for the future.
- ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions: Students will take a map quiz to show understanding of the locations of key places/landforms around the world.
* Students could use [http://mapmaker.education.nationalgeographic.com](http://mapmaker.education.nationalgeographic.com) as an online resource to guide their understanding of the key places/landforms that they will be expected to know and understand.

Bloom’s Levels: 1
Webb’s DOK: 1
Topic 2: Physical Features

Engaging Experience 1
Title: Landform Pictionary
Suggested Length of Time: 30 minutes

Standards Addressed

Priority: SS5 1.6 Explain physical characteristics, such as climate, topography, relationship to water and ecosystems
Supporting:
- SS5 1.10 Describe how physical processes shape the physical environment
- SS5 1.10 Use geography to interpret the past, explain the present and plan for the future

Detailed Description/Instructions: Students will work within groups to review the landforms that have been discussed in class by playing “Landform Pictionary”. Students will follow the basic rules of Pictionary, but all pictures will be examples of the landforms.

Bloom’s Levels: 2
Webb’s DOK: 2

Engaging Experience 2
Title: Create a Map- Landform Project
Suggested Length of Time: 120-150 minutes

Standards Addressed

Priority: SS5 1.6 Explain physical characteristics, such as climate, topography, relationship to water and ecosystems
Supporting:
- SS5 1.8 Construct Maps
- SS5 1.10 Describe how physical processes shape the physical environment.
- SS5 1.10 Use geography to interpret the past, explain the present and plan for the future.
- CCSS: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
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projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**Detailed Description/Instructions:** Students will create their own map or “world”, which will illustrate 20 of the landforms discussed in class. The map or “world” can use any theme, as long as the landforms are used as PART of the map.

**Bloom’s Levels:** 2

**Webb’s DOK:** 3

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**Engaging Experience 3**

**Title:** Quiz

**Suggested Length of Time:** 30 minutes

**Standards Addressed**

- **Priority:** SS5 1.6 Explain physical characteristics, such as climate, topography, relationship to water and ecosystems
- **Supporting:** SS5 1.10 Describe how physical processes shape the physical environment

**Detailed Description/Instructions:**

Students will take a quiz that assesses key concepts relating to topography, relationships to the environment, and ecosystems.

**Bloom’s Levels:** 2

**Webb’s DOK:** 2

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**Engaging Experience 4**

**Title:** Climate Graphs

**Suggested Length of Time:** 120 minutes

**Standards Addressed**

- **Priority:** SS5 1.6 Explain physical characteristics, such as climate, topography, relationship to water and ecosystems
- **Supporting:**
  - SS5 1.10 Describe how physical processes shape the physical environment
  - SS5 1.10 Use geography to interpret the past, explain the present and plan for the future

**Detailed Description/Instructions:** Students will complete a mock climate graph using information given to them and answer some basic questions about this graph. They will then move around the room in stations to analyze other climate graphs posted. They will answer a series of questions that will guide them in comparing/contrasting the various climates as well as analyzing why the climates are as they are.

**RESOURCE MODIFICATION:** Consider a whole group activity or small group activity.

**Bloom’s Levels:** 4

**Webb’s DOK:** 3
Engaging Scenario

You work for Hasboro toy, and you’ve been hired to create a geography game for an elementary audience. You will use the battleship format, but will also need to incorporate other physical characteristics as clues for your battleship placement. You can choose the scale/location of the battleship site for game boards. You need to design the game board as well as develop rules for playing the game. The rules should stay within the “spirit” of the battleship context using latitude/longitude coordinates, but creatively incorporate clues about physical characteristics such as climate, topography, resource location, etc. Once developed, your team will present your game to a panel of elementary school teachers. These teachers will determine whether you’ve met the standards appropriately, and whether your game would be of good use in their classroom as a teaching tool.

RESOURCE MODIFICATION: Consider students working in small groups.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Latitude/Longitude Battleship</td>
<td>Students will plot specific coordinates on a game board grid and then use their game board to participate in the battleship game activity.</td>
<td>85 minutes</td>
</tr>
<tr>
<td>1</td>
<td>$10,000 Pyramid: Relative Location</td>
<td>Students will work together in partners to play the relative location version of $10,000 Pyramid. They will complete to describe the places listed using ONLY relative location clues.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>1</td>
<td>Map Quiz</td>
<td>Students will take a map quiz to show understanding of the locations of key places/landforms around the world.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Landform Pictionary</td>
<td>Students will work with in groups to review the landforms that have been discussed in class by playing “Landform Pictionary”. Students will follow the basic rules of Pictionary, but all pictures will be examples of the landforms.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Create a Map-Landform Project</td>
<td>Students will create a map using landforms correctly.</td>
<td>120-150 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Quiz</td>
<td>Student will take a quiz over physical characteristics.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Climate Graphs</td>
<td>Students will analyze climate graphs to help them better understand climate zones and causes of climate.</td>
<td>120 minutes</td>
</tr>
</tbody>
</table>
Unit 2: Human Environment Interaction

Subject: Social Studies
Grade: 7
Name of Unit: Human Environment Interaction
Length of Unit: 4-6 weeks

Overview of Unit: Students will learn about ecosystems around the world, the impact of the environment on people, and humanity’s impacts on the environment.

Priority Standards for unit:
- SS5 1.6 Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them
- SS5 1.6, 3.5 Identify and explain environmental consequences of how people use resources from historical examples
- SS5 1.6, 3.5 Identify and explain the effect of natural forces upon human activities from historical experiences

Supporting Standards for unit:
- CCSS: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- CCSS: Use technology, including the internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- CCSS: Integrate visual information from multimedia and digital sources
- ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

<table>
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<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of ecosystems</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>Where ecosystems are found</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>How physical processes may change ecosystems</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>How human activities may change ecosystems</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>Environmental consequences of how people use resources from historical examples</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>How environmental consequences of how people use resources from historical examples</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The effect of natural forces upon human activities from historical examples</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The effect of natural forces upon human activities from historical examples</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How do people impact the environment?
2. How do natural forces affect humanity?
3. How should resources be used and preserved?

**Enduring Understanding/Big Ideas:**
1. Humanity can positively impact ecosystems. For example: conservation.
2. Humanity can negatively impact ecosystems. For example: deforestation and climate change
3. Natural forces can positively impact people. For example: rivers provide irrigation for agriculture
4. Natural forces can negatively impact people. For example: natural disasters

Unit Vocabulary:

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>describe</td>
<td>deforestation</td>
</tr>
<tr>
<td>explain</td>
<td>ecosystems</td>
</tr>
<tr>
<td>identify</td>
<td>natural forces</td>
</tr>
<tr>
<td>cause and effect</td>
<td></td>
</tr>
<tr>
<td>impact</td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
</tr>
<tr>
<td>ecosystems</td>
<td></td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Vocabulary charades
Topic 1: Ecosystems

**Engaging Experience 1**

**Title:** Describing Ecosystems  
**Suggested Length of Time:** 40 minutes  
**Standards Addressed**

*Priority:* SS5 1.6 Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them.  
*Supporting:* ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations.  

**Detailed Description/Instructions:**

Students will identify five different ecosystems. Students will locate the ecosystems on a map and describe the major characteristics of the ecosystem. Students can locate and describe ecosystems on a physical map or they could make an electronic ThingLink of their work.  

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2

**Engaging Experience 2**

**Title:** How Wolves Change Rivers  
**Suggested Length of Time:** 40 minutes  
**Standards Addressed**

*Priority:* SS5 1.6 Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them.  

**Supporting:**

- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  
- CCSS: Integrate visual information from multimedia and digital sources.  

**Detailed Description/Instructions:**
Students will watch a video on how wolves can impact an ecosystem. Students will complete a cause and effect graphic organizer after watching the video.

**How Wolves Change Rivers**

Bloom’s Levels: Understand
Webb’s DOK: 2

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**Topic 2: Humans Impact the Environment**

**Engaging Experience 1**

**Title:** The Lorax

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

*Priority:* SS5 1.6, 3.5 Identify and explain environmental consequences of how people use resources from historical examples

*Supporting:* N/A

**Detailed Description/Instructions:**

Students will read and/or watch a video of the Lorax by Dr. Seuss. Students will fill out a cause and effect chart on the Lorax and have a class discussion about how this story relates to the real world.

Bloom’s Levels: Analyze
Webb’s DOK: 2

**Engaging Experience 2**

**Title:** HEI in Current Events

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

*Priority:*

- SS5 1.6, 3.5 Identify and explain environmental consequences of how people use resources from historical examples
- SS5 1.6 Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them

*Supporting:*

- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and
quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

**Detailed Description/Instructions:**
Students will find a current event article that is related to how people impact the environment. Students will complete the [Annotation Graphic Organizer](#) for their article.

**RESOURCE MODIFICATION:** Consider more time (2-3 days).

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2

**Engaging Experience 3**

**Title:** Deforestation Role Play

**Suggested Length of Time:** 120 minutes

**Standards Addressed**

**Priority:**
- SS5 1.6, 3.5 Identify and explain environmental consequences of how people use resources from historical examples
- SS5 1.6 Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them

**Supporting:**
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
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**Detailed Description/Instructions:**
Students will work in groups to research different perspectives involved in deforestation (loggers, natives, environmentalists, etc.). Groups will then create a news report where they will take on the persona of someone involved in deforestation.

**RESOURCE MODIFICATION:** Assign roles to small groups or individual students. Consider the news report piece if time allows.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

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**Topic 3: Environmental Impacts on People**

**Engaging Experience 1**

**Title:** Natural Forces Project

**Suggested Length of Time:** 160 minutes

**Standards Addressed**

**Priority:** SS5 1.6, 3.5 Identify and explain the effect of natural forces upon human activities from historical experiences

**Supporting:**

- CCSS: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
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**Detailed Description/Instructions:** Students will have to research and think critically about how natural forces impact their life, as well as the lives of others in America and around the world. Students can use Piktochart (or another online tool) to create a visual display of their findings. Their research and visual display will need to explain their answer to the question, “Do natural forces positively impact humanity?”

**RESOURCE MODIFICATION:** Consider research as a whole group or small group activity.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 3

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**Engaging Scenario**

You are an environmental lobbyist that is completing the PDSA (Plan, Do, Study, Act) process to create an environmental action plan to solve an environmental problem in the world today. To complete the PDSA process, you will need to research your topic to demonstrate your understanding of the problem and collect data on your issue. You will then use your research, data, and problem-solving skills to create an action plan on how you will solve the environmental issue you are passionate about. You will pitch your environmental action plan to an elected official in an effort to gain support for your cause.

**RESOURCE MODIFICATION:** Consider focusing on the Plan and Do piece.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe Ecosystems</td>
<td>Students will locate and describe ecosystems around the world.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>1</td>
<td>How Wolves Change Rivers</td>
<td>Students will watch a video and create a cause and effect chart on the effect of wolves on ecosystems.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>2</td>
<td>The Lorax</td>
<td>Students will read and/or watch the Lorax by Dr. Seuss and create a cause and effect chart.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>2</td>
<td>HEI Current Event</td>
<td>Students will analyze a current event article that is related to people impacting the environment.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Deforestation Role Play</td>
<td>Students will create a newscast that represents various perspectives involved in deforestation.</td>
<td>120 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Natural Forces Project</td>
<td>Students will research and create a visual display or infographic answering the question, “Do natural forces positively impact humanity?”</td>
<td>160 minutes</td>
</tr>
</tbody>
</table>

### Unit 3: Culture

**Subject:** Social Studies  
**Grade:** 7th  
**Name of Unit:** Culture  
**Length of Unit:** 4-6 weeks  

**Overview of Unit:** Students will work to understand the various aspects of culture and how culture affects people.

**Priority Standards for unit:**
- SS6 1.6 Analyze how cultural traditions, human actions and institutions affect people’s behavior
- SS5 1.6 Explain human characteristics such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems

**Supporting Standards for unit:**
- SS6 1.6, 1.9 Analyze how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations
- SS5 1.6 Identify how technology and culture have influenced resource use in the past
- **CCSS:** Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- CCSS: Use technology, including the internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- ISTE-CREATIVE AND INNOVATION 1 Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- ISTE-COMMUNICATION AND COLLABORATION 2 Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information
- ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>how cultural traditions affect people’s behavior</td>
<td>Analyze</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>how human actions affect people’s behavior</td>
<td>Analyze</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>how human institutions affect people’s behavior</td>
<td>Analyze</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>human characteristics, such as people’s education</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
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<tr>
<td>human characteristics, such as people’s language</td>
<td>Explain</td>
<td>2</td>
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<tr>
<td>human characteristics, such as people’s diversity</td>
<td>Explain</td>
<td>2</td>
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</tr>
<tr>
<td>human characteristics, such as people’s economies</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>human characteristics, such as people’s religions</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Human Characteristics, Such as People’s Settlement Patterns</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
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</tr>
<tr>
<td>Human Characteristics, Such as People’s Ethnic Background</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Human Characteristics, Such as People’s Political System</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>How the Needs of Individuals Are Met by Families, Friends, and Groups</td>
<td>Analyze</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>How the Needs of Individuals Are Met by Organizations, Such as Governments, Businesses, Schools, Religions Institutions and Charities in the United States and Other Nations</td>
<td>Analyze</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>How Technology Has Influenced Resource Use in the Past</td>
<td>Identify</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>How Culture Has Influenced Resource Use in the Past</td>
<td>Identify</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How are people/groups different?
2. How does your culture affect your behavior?

**Enduring Understanding/Big Ideas:**
1. Cultures differ because of differing education, languages, types of economies, religions, where they’ve settled over time, types of leadership and government, and ethnic background/history.
2. Different cultures have different experiences and expectations, and these shape how people act in society.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th><strong>Academic Cross-Curricular Words</strong></th>
<th><strong>Content/Domain Specific</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>population density</td>
</tr>
</tbody>
</table>

Board Approved—August 13, 2015
Revised: March, 2016
Board Approved with Revisions: March 28, 2019
Analyze
Identify
Diversity
Ethnic

<table>
<thead>
<tr>
<th>constitutional democracy</th>
<th>dictatorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>communism</td>
<td>developed country</td>
</tr>
<tr>
<td>developing country</td>
<td>culture</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Four Square, Double Bubble

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**Topic 1: Elements of Culture/Human Characteristics**

**Engaging Experience 1**
**Title:** Culture Web

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

*Priority:* SS5 1.6 Explain human characteristics such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems

*Supporting:* SS6 1.6, 1.9 Analyze how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations
**Detailed Description/Instructions:** Students will complete a culture web relating personal culture to the eight elements. They will use the elements of culture to help them understand the various aspects of culture and to be able to make connections within in their own culture. This will then be used to spark discussion with the class as a whole about the effects of these various elements on individuals in society.

**Bloom’s Levels:** Understand - 2  
**Webb’s DOK:** 1

**Engaging Experience 2**  
**Title:** Cultural Dish  
**Suggested Length of Time:** 80 minutes  
**Standards Addressed**

**Priority:**
- SS6 1.6 Analyze how cultural traditions, human actions and institutions affect people’s behavior
- SS5 1.6 Explain human characteristics such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems

**Supporting:**
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
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- ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**Detailed Description/Instructions:** Students will complete research to be able to compare and contrast foods and food practices (like tipping/no tipping) and what that tells us about the culture and the land. Students will discuss as a group the examples they were able to find and the links to culture that they are able to make.

**Bloom’s Levels:** Analyze - 4
Engaging Experience 3
Title: Culture Cards
Suggested Length of Time: 85 minutes
Standards Addressed
  Priority:
  ● SS6 1.6 Analyze how cultural traditions, human actions and institutions affect people’s behavior
  ● SS5 1.6 Explain human characteristics such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems
  Supporting:
  ● ISTE-RESEARCH AND INFORMATION FLUENCY 3 Apply digital tools to gather, evaluate, and use information
  ● ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
  ● CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Detailed Description/Instructions: Students will complete a culture card using an assigned element of culture. Students will find a picture and give a 3 sentence explanation of how their picture illustrates a specific element as well as how it’s representative of their culture. Students should also take into consideration how this aspect of their culture relates to their behavior in society.

Bloom’s Levels: Analyze- 4
Webb’s DOK: 4

Engaging Experience 4
Title: Culture Essay
Suggested Length of Time: 200 minutes
Standards Addressed
  Priority:
  ● SS6 1.6 Analyze how cultural traditions, human actions and institutions affect people’s behavior
  ● SS5 1.6 Explain human characteristics such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems
  Supporting:
● SS6 1.6, 1.9 Analyze how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations
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● ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

Detailed Description/Instructions: Students will conduct research on a given culture to relate to the elements of culture. They will make connections between their culture and the new culture they are researching as related to the elements culture. They should also analyze how their (researched) culture affects behavior in society, and how social groups play a part into developing and/or supporting these behaviors.

Bloom’s Levels: Analyze- 4
Webb’s DOK: 3

Engaging Scenario

You have been given the job of writing a storyline for a new (i.e. Disney) cartoon movie to be released this year. The company has asked you to highlight a culture outside of the United States. You will have to determine which culture you may want to highlight. You will need to do research on the various aspects of the culture you have chosen to see how it will appropriately fit into your storyline. You may want to interview some peers that are immersed
in that specific culture to get some first-hand knowledge and feedback. Websites like PeopletoPeople and ePals are great resources to connect with your peers in the educational setting. You need to make sure that you touch on at least 4 of the 8 elements of culture (including cultural traditions, social groups, and other human characteristics) in your storyline to allow people to get a truer understanding of this society. You may want to run your storyline by your online peers to get their feedback along the way. You will create a storyline to present to the Disney review board. They will determine whether or not your story has highlighted the culture appropriately. They will also vote on the entertainment value of the story to determine which would be the best story to bring to the public.

Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>

Board Approved—August 13, 2015
Revised: March, 2016
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<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Culture Web</td>
<td>Complete a culture web relating personal culture to the eight elements.</td>
<td>40 min</td>
</tr>
<tr>
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<td>Cultural Dish</td>
<td>Students will complete research to be able to compare and contrast foods and food practices (like tipping/no tipping) and what that tells us about the culture and the land. Students will discuss as a group the examples they were able to find and the links to culture that they are able to make.</td>
<td>80 min</td>
</tr>
<tr>
<td>1</td>
<td>Culture Cards</td>
<td>Complete a culture card using an assigned element of culture. Students will find a picture and give a 3 sentence explanation of how their picture goes with the element and represented their culture.</td>
<td>80 min</td>
</tr>
<tr>
<td>1</td>
<td>Culture Essay</td>
<td>Students will research a given culture to relate to the elements of culture and analyze how their culture affects their behavior in society.</td>
<td>200 min</td>
</tr>
</tbody>
</table>
Unit 4: Government

Subject: Social Studies
Grade: 7th
Name of Unit: Government
Length of Unit: 4-6 weeks

Overview of Unit: Students will learn about the government of the United States and the US Constitution and Bill of Rights. Students will also learn about the purpose of government, governments around the world, and how governments around the world compare to America’s government.

Priority Standards for unit:

- SS1 1.6, 4.2 Analyze responsibilities governments and citizens need to accept to become effective in a republic
- SS1 1.6 Compare and contrast the following:
  - limited government
  - rule of law
  - majority rule
  - minority rights
- SS6 1.6, 3.6 Identify how laws and events affect members of groups and relationships among groups

Supporting Standards for unit:

- SS6 1.6, 1.9 Analyze how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations
- CCSS: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
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- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

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<th>Webb's DOK</th>
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</thead>
<tbody>
<tr>
<td>Responsibilities governments need to accept to be effective in a republic</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>Responsibilities citizens need to accept to become effective in a republic</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Limited government</td>
<td>Compare</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Rule of law</td>
<td>Compare</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Majority rule</td>
<td>Compare</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Minority rights</td>
<td>Compare</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Limited government</td>
<td>Contrast</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Rule of law</td>
<td>Contrast</td>
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<td>Contrast</td>
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<td>2</td>
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<tr>
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<td>Contrast</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>How laws affect members of groups</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>How laws affect relationships among groups</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>How events affect members of groups</td>
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<td>Identify</td>
<td>Understand</td>
<td>2</td>
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**Essential Questions:**

1. How does America’s government impact your life?
2. Who should have power in society?
3. What role should citizens have in a government?
4. What role should the government have in your life?
5. How does America’s government compare to other governments around the world?
6. How and why are laws made?
Enduring Understanding/Big Ideas:

1. In a republic there is a representative democracy in which citizens elect representatives to make decisions and lead the country on their behalf.
2. Republics have a limited government because the government does not have all of the power in the country.
3. The rule of law for America is the US Constitution. These documents provide the guidelines and laws that all Americans must abide by. The first 10 amendments to the Constitution are the Bill of Rights, which offer personal freedoms and protections (for example, freedom of speech).
4. In a democracy there is majority rules, which means that more than half of the votes decide something.
5. America tries to protect minority rights, which includes anyone that is not in the majority. Some examples of protecting minority rights include: ensuring that all citizens 18 and older can vote and all states have an equal amount of representation in the Senate even though states vary in size.
6. Other government systems that can be compared to America’s representative democracy include: direct democracy, communism, dictatorship, oligarchy, absolute monarchy, and constitutional monarchy.
7. Laws guide society and have a significant impact on the standard of living and daily lifestyle of citizens.
8. In a republic, citizens have a role in the government. Citizens have duties and responsibilities that include things such as voting, military service, and obeying laws.

Unit Vocabulary:

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</tr>
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<td>explain</td>
<td>majority rule</td>
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<tr>
<td>compare</td>
<td>minority rights</td>
</tr>
<tr>
<td>contrast</td>
<td>rule of law</td>
</tr>
<tr>
<td>majority</td>
<td>representative democracy</td>
</tr>
<tr>
<td>minority</td>
<td>direct democracy</td>
</tr>
<tr>
<td>citizenship</td>
<td>communism</td>
</tr>
<tr>
<td>duty</td>
<td>dictatorship</td>
</tr>
<tr>
<td>responsibility</td>
<td>oligarchy</td>
</tr>
<tr>
<td></td>
<td>absolute monarchy</td>
</tr>
</tbody>
</table>
Topic 1: The Purpose of Government

Engaging Experience 1
Title: The Purpose of Government Concept Map
Suggested Length of Time: 25 minutes
Standards Addressed

Priority:
- SS6 1.6, 3.6 Identify how laws and events affect members of groups and relationships among groups

Supporting:
- SS6 1.6, 1.9 Analyze how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations

Detailed Description/Instructions:
Students will participate in a Think-Pair-Share activity. Students will create a concept map on their own where they brainstorm the purpose of government systems. Students will then work with a partner to discuss and add to their concept maps. Students will then share their concept maps with the class. While students are sharing their concept maps with the class, the teacher or a student will be creating a class wide concept map.

Bloom’s Levels: Remember
Webb’s DOK: 2
Topic 2: US Government

Engaging Experience 1
Title: US Government Jigsaw
Suggested Length of Time: 40 minutes
Standards Addressed
  Priority:
  - SS1 1.6, 4.2 Analyze responsibilities governments and citizens need to accept to become effective in a republic
  Supporting:
  - SS6 1.6, 1.9 Analyze how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations

Detailed Description/Instructions:
- Students will complete a jigsaw to learn about the major features of the US government. Each student will become an expert on one topic of the US government. They will read about one government feature and take notes on their US government graphic organizer. Students will then get in groups where one expert from each government feature is represented. Students will take turns teaching one another about the feature they are an expert on.
- Folder of Resources

RESOURCE MODIFICATION: Consider more class time (80-120 minutes).

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 2
Title: Roles of Citizens
Suggested Length of Time: 40 minutes
Standards Addressed
  Priority:
  - SS1 1.6, 4.2 Analyze responsibilities governments and citizens need to accept to become effective in a republic
Supporting:

- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Apply digital tools to gather, evaluate, and use information
- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

Detailed Description/Instructions: Students will complete Talking Drawings about the role of citizens in the US. They will begin class by drawing pictures that brainstorm what they think about the role of citizens in the US. They will draw pictures about the duties, responsibilities, and opportunities citizens have in the US government. Students will then work in groups to research about these topics and create a second set of drawings about the same topics. At the end of class they will share their drawings with their group and write a reflection about how they grew in understanding through the activity.

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 3
Title: Guided Notes on the roles of citizens in the US
Suggested Length of Time: 40 minutes
Standards Addressed
Priority: SS1 1.6, 4.2 Analyze responsibilities governments and citizens need to accept to become effective in a republic
Supporting: N/A

Detailed Description/Instructions: Students will take guided notes on the responsibilities of citizens in the United States.
Bloom’s Levels: Understand
Webb’s DOK: 2
Topic 3: Governments around the World

**Engaging Experience 1**

**Title:** Forms of Government Graphic Organizer

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

**Priority:**
- SS1 1.6 Compare and contrast the following:
  - limited government
  - rule of law
  - majority rule
  - minority rights

**Supporting:**
- SS6 1.6, 1.9 Analyze how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations

**Detailed Description/Instructions:**
- Students will complete graphic organizers either on their own or guided by the teacher that outlines the features of some of the major government systems around the world.
- Government Systems Graphic Organizer
- Government Systems Chart

**RESOURCE MODIFICATION:** Consider working in small groups. Consider more class time (80-120 minutes).

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Engaging Experience 2**

**Title:** The Marshmallow Activity

**Suggested Length of Time:** 25 minutes

**Standards Addressed**
Priority:
  ● SS1 1.6 Compare and contrast the following:
    ○ limited government
    ○ rule of law
    ○ majority rule
    ○ minority rights

Supporting:
  ● SS6 1.6, 1.9 Analyze how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations

Detailed Description/Instructions:
Students will get in groups and receive marshmallows and toothpicks. They must build a famous building from around the world. They think they are being graded on the structure. However, at the end of the building time period, the students write a reflection in which they must analyze what type of government their group functioned as and why.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created

Students will complete an activity where they must read a scenario and decide what type of government system best fits with the scenario. This allows students to apply their understanding of government systems to new situations.

Government Systems Scenarios
**RESOURCE MODIFICATION**: Consider working as whole group or small group with whole group read aloud.

**Bloom’s Levels**: Apply

**Webb’s DOK**: 2

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**Engaging Experience 4**

**Title**: Dream Government

**Suggested Length of Time**: 40 minutes

**Standards Addressed**

*Priority:*

- SS1 1.6 Compare and contrast the following:
  - limited government
  - rule of law
  - majority rule
  - minority rights

*Supporting:*

- SS6 1.6, 1.9 Analyze how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations

**Detailed Description/Instructions:**

- Students will write a reflection where they must create and describe their ideal government system.

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**RESOURCE MODIFICATION**: Consider more time.

**Bloom’s Levels**: Apply

**Webb’s DOK**: 2
Topic 4: Comparing and Contrasting Government Systems

Engaging Experience 1
Title: Mapping Democracies
Suggested Length of Time: 40 minutes
Standards Addressed

Priority:
- SS1 1.6 Compare and contrast the following:
  - limited government
  - rule of law
  - majority rule
  - minority rights

Supporting:
- SS6 1.6, 3.6 Identify how laws and events affect members of groups and relationships among groups

Detailed Description/Instructions:
- Students will complete an activity where they must analyze a special features map showing how democratic nations are around the world.
- Mapping Democracies

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 2:
Title: What is the best government?
Suggested Length of Time: 40 minutes
Standards Addressed

Priority:
- SS1 1.6 Compare and contrast the following:
  - limited government
  - rule of law
  - majority rule
  - minority rights

Supporting:
- SS6 1.6, 3.6 Identify how laws and events affect members of groups and relationships among groups

Detailed Description/Instructions:
- Students are assigned a country and they are given the country’s demographics without being given the information on the country’s government system. Students will need to analyze the data and determine what government system would be the best for the country. Students will need to justify their answer through either a written or verbal reflection.

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 3

Title: Compare and Contrast One-Pager
Suggested Length of Time: 160 minutes

Standards Addressed

Priority:
- SS1 1.6, 4.2 Analyze responsibilities governments and citizens need to accept to become effective in a republic
- SS1 1.6 Compare and contrast the following:
  - limited government
  - rule of law
  - majority rule
  - minority rights
- SS6 1.6, 3.6 Identify how laws and events affect members of groups and relationships among groups

Supporting:
- SS5 1.6 Explain human characteristics, such as people’s political systems
- CCSS: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and
quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

- **ISTE-CREATIVITY AND INNOVATION 1** Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **ISTE-RESEARCH AND INFORMATION FLUENCY 3** Apply digital tools to gather, evaluate, and use information
- **ISTE-DIGITAL CITIZENSHIP 5** Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4** Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6** Demonstrate a sound understanding of technology concepts, systems, and operations

**Detailed Description/Instructions:**
- Students will complete a One-Pager Project where they must compare and contrast the US government with one other government system of the student’s choice. They can demonstrate their learning in any manner they would like, as long as they achieve the learning goal criteria.
- **One-Pager Compare and Contrast Rubric**

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2
Engaging Scenario

You are an investigative journalist who has been contacted by the CIA. The CIA wants to add an investigative account to the government section of each country of the CIA World Factbook. You have been hired to interview an average person from a country different than your own. You must determine how the government impacts the daily life of people in the country. You will need to evaluate the role of the government in their lives, the role of citizens in the government, and how the laws of the country impact personal freedoms. You will produce a “Question and answer article” for the CIA World Factbook website that summarizes your findings.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Purpose of Government Concept Map</td>
<td>Think-Pair-Share concept maps on the purpose of government systems.</td>
<td>25 minutes</td>
</tr>
<tr>
<td>2</td>
<td>US Government Jigsaw</td>
<td>Participate in a jigsaw about features of the US government.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Roles of Citizens</td>
<td>Create talking drawings of the roles of US citizens.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>2</td>
<td>US Government Guided Notes</td>
<td>Students will take guided notes on the role of citizens in the United States.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Forms of Government Graphic Organizer</td>
<td>Complete a graphic organizer on the different forms of government as an individual or as a class.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Marshmallow Activity</td>
<td>Students work in groups to build a marshmallow building and then they</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>------</td>
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<td>------</td>
<td></td>
</tr>
<tr>
<td>Government Scenarios</td>
<td>Apply knowledge of government systems to new scenarios.</td>
<td>25 minutes</td>
<td></td>
</tr>
<tr>
<td>Dream Government</td>
<td>Students will create and describe their ideal government.</td>
<td>40 minutes</td>
<td></td>
</tr>
<tr>
<td>Mapping Democracies</td>
<td>Analyze a special features map showing how democratic nations are around the world.</td>
<td>40 minutes</td>
<td></td>
</tr>
<tr>
<td>What is the best government?</td>
<td>Students are given demographics on a particular country and they must determine what an ideal government system would be for that country.</td>
<td>40 minutes</td>
<td></td>
</tr>
<tr>
<td>Compare and Contrast One-Pager</td>
<td>Compare America’s government to one other government system in the world.</td>
<td>160 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 5: Migration**

**Subject:** Social Studies  
**Grade:** 7th  
**Name of Unit:** Migration  
**Length of Unit:** 4-5 weeks  
**Overview of Unit:** Students will better understand why people and resources move from place to place.

**Priority Standards of unit:**
- SS5 1.6 Identify and describe worldwide patterns of resource distribution  
- SS5 1.6, 3.6 Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers

**Supporting Standards of unit:**
- CCSS: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters  
- CCSS: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
● ISTE-CREATIVITY AND INNOVATION 1 Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

● ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information.

● ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

● ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>world-wide patterns of resource distribution</td>
<td>Identify</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>world-wide patterns of resource distribution</td>
<td>describe</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>causes and effects of migrations streams</td>
<td>explain</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>movements of people to job markets</td>
<td>explain</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>barriers to human movements and how people overcome such barriers</td>
<td>explain</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. How and why do people move?

**Enduring Understanding/Big Ideas:**

1. People move due to issues such as (push/pull factors) overcrowding, lack of resources (jobs, food, shelter, technology), topography.
2. People move within a country/specific area as well as moving from country to country/continent to continent.

### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict</td>
<td>developed country</td>
</tr>
<tr>
<td>Explain</td>
<td>developing country</td>
</tr>
<tr>
<td>Interpret</td>
<td>population density</td>
</tr>
<tr>
<td>Describe</td>
<td>renewable resource</td>
</tr>
<tr>
<td>Identify</td>
<td>non-renewable resource</td>
</tr>
<tr>
<td>Consequence</td>
<td>globalization</td>
</tr>
<tr>
<td>Barrier</td>
<td>migration</td>
</tr>
<tr>
<td></td>
<td>emigration</td>
</tr>
<tr>
<td></td>
<td>immigration</td>
</tr>
<tr>
<td></td>
<td>death rate</td>
</tr>
<tr>
<td></td>
<td>birth rate</td>
</tr>
<tr>
<td></td>
<td>push/pull factors</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Four Square, Analogy Grid

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**Topic 1: Population**

### Engaging Experience 1

**Title:** Population Density Practice

**Suggested Length of Time:** 85 minutes

**Standards Addressed**

**Priority:**

- SS5 1.6 Identify and describe worldwide patterns of resource distribution
- SS5 1.6, 3.6 Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers

**Supporting:** N/A

**Detailed Description/Instructions:** Students will apply and practice calculating population density by determining the population density of common areas around the building. We will begin with our classroom and move on to other common areas. This will help to give students a better understanding of population density because they will see firsthand the difference in crowding from place to place.

**Bloom’s Levels:** 3

**Webb’s DOK:** 3
Engaging Experience 2
Title: Human Population/Land Area of the Continents
Suggested Length of Time: 40-85 minutes
Standards Addressed

Priority:
- SS5 1.6 Identify and describe worldwide patterns of resource distribution
- SS5 1.6, 3.6 Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers

Supporting: CCSS: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Detailed Description/Instructions: Students will determine the population density of the continents in order to practice this skill and be able to compare the populations across the world. They will then create a map, graph or chart demonstrating the number of people per Sq. mile to be able to see a visual comparing the different regions. After they’ve created their chart they will write reflection statements about the data (cause and effect) based on their observations. For example, is there a reason that Asia has such a large population? Students will share our data organizers and discuss our reflection statements as a large group.

RESOURCE MODIFICATION: Consider more time.

Bloom’s Levels: 4; Webb’s DOK: 3

Engaging Experience 3
Title: Current Events: Population Growth Article Review
Suggested Length of Time: 40-85 minutes
Standards Addressed

Priority:
- SS5 1.6 Identify and describe worldwide patterns of resource distribution
- SS5 1.6, 3.6 Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers

Supporting:
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Detailed Description/Instructions: Students will used the Current Events handout to guide them through a current article over population growth. This will allow students to look at current population trends to better understand the movement of people and growth of the world-wide population.
Bloom’s Levels: 2
Webb’s DOK: 3

**Topic 2: Movement-People**

**Engaging Experience 1:**
**Title:** Migration Narratives
**Suggested Length of Time:** 40 minutes

**Standards Addressed**

*Priority:*

- SS5 1.6, 3.6 Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers

*Supporting: N/A*

**Detailed Description/Instructions:** Students will be given narratives that explain certain scenarios about migration and movement. They will be expected to determine where the person is emigrating from/immigrating too. They will also need to look at the reasons for movement within the scenario and determine which reasons are push/which reasons are pull factors.

**RESOURCE MODIFICATION:** Consider working as a whole group.

**Bloom’s Levels:** 2
Engaging Experience 2: Migration ThingLink

Title: Migration ThingLink

Suggested Length of Time: 85-180 minutes

Standards Addressed

Priority:

- SS5 1.6 Identify and describe worldwide patterns of resource distribution
- SS5 1.6, 3.6 Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers

Supporting:

- CCSS: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
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- ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions: Students will create a ThingLink where they will apply movement to their life experiences. They will also be required to give examples of push/pull factors and describe possible barriers to movement. They will also determine places where immigration and emigration are currently taking places as well as current examples of internal migration. They will also look at areas of high/low population density.

Bloom’s Levels: 3

Webb’s DOK: 3
Engaging Experience 1:
Title: Current Resource Distribution Article
Suggested Length of Time: 40-85 minutes
Standards Addressed

*Priority:*
  - SS5 1.6 Identify and describe worldwide patterns of resource distribution

*Supporting: N/A*

**Detailed Description/Instructions:** Students will read and annotate a current article on resource distribution/trade using the handout. Once students have read the article the class will discuss the information as a class and make connections to other examples they’re familiar with. Possible Articles include:

*Bloom’s Levels: 3*

*Webb’s DOK: 2*
Engaging Experience 2

Title: Geography of a Pencil Activity

Suggested Length of Time: 40-85 minutes

Standards Addressed

Priority:
- SS5 1.6 Identify and describe worldwide patterns of resource distribution

Supporting:
- SS5 1.8 Construct Maps

Detailed Description/Instructions: Students will map the origins of a pencil, predict and map trade and transport networks, and relate what they learn to movement.

http://education.nationalgeographic.com/education/activity/geography-of-a-pencil/?ar_a=1

Bloom’s Levels: 3

Webb’s DOK: 2

Engaging Scenario

You are an international real estate agent and you have been hired by a newly married, young couple who need your input on where they should relocate to purchase their long-term home. This couple is open to moving anywhere in the world, but they have a few key (push/pull) factors that will impact their choice. One key pull factor to consider is that this couple needs to have access to technology for their professional business. They also have an interest in adventure--she likes city living and he prefers time spent in nature. They also have mixed feelings on whether or not they should purchase a family home or an apartment. You need to develop research to help you come up with three possible options for this couple that includes their push/pull factor wishes to best suit them. You will present the options to the “couple” for consideration.
## Summary of Engaging Learning Experiences for Topics

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<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Population Density Practice</td>
<td>Students will calculate population density of common areas.</td>
<td>40-85 minutes</td>
</tr>
<tr>
<td>1</td>
<td>Human Population/Land Area of the Continents</td>
<td>Students will determine population density of the continents and then create a data chart and reflection over their findings.</td>
<td>40-85 minutes</td>
</tr>
<tr>
<td>1</td>
<td>Current Events: Population</td>
<td>Students will look at a current population growth articles to practice looking a bias as</td>
<td>40-85 minutes</td>
</tr>
</tbody>
</table>
Growth Article Review
well as practicing summarization, while also looking at current population growth trends.

2
Migration Narrative
Students will practice determining emigration/immigration, push/pull factors by applying those to given scenarios.

40 minutes

2
Migration ThingLink
Students will create a ThingLink to illustrate understanding on migration, push/pull factors, barriers to movement, and population density.

85-180 minutes

3
Resource Distribution Article
Students will read and annotate a current article on resource distribution and discuss as a class.

40-85 minutes

3
Geography of a Pencil
Students will map the origins of a pencil, predict and map trade and transport networks, and relate what they learn to globalization.

40-85 minutes

**Unit 6: Globalization**

**Subject:** Social Studies  
**Grade:** 7th Grade  
**Name of Unit:** Globalization  
**Length of Unit:** 3-4 Weeks  
**Overview of Unit:** Students will use knowledge on economics and personal research to gain a better understanding of the causes and impacts of globalization.

**Priority Standards for unit:**
- SS5 1.6 Explain how regions of the world relate to one another and change over time  
- SS4 1.10 Apply the following economic concepts: investment, productivity, Gross Domestic Product (GDP), inflation, profit and profit motive  
- SS5 1.6 Identify how technology and culture have influenced resource use in the past  
- SS4 1.6 Explain the consequences of personal and public economic decision
- SS4 3.8 Interpret the past, explain the present and predict future consequences for economic decisions

**Supporting Standards of unit:**
- SS5 1.6, 3.6 Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers
- SS5 1.6 Explain human characteristics such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems.
- CCSS: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- CCSS: Use technology, including the internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- CCSS: Integrate visual information from multimedia and digital sources
- ISTE-CREATIVITY AND INNOVATION 1 Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information
- ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>How regions of the world relate to one another</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>How regions of the world change over time</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Investment</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Productivity</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Gross Domestic Product</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Inflation</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>
Essential Questions:
1. How does your knowledge of economics support your understanding of globalization?
2. How have technology and culture led to globalization?
3. How does globalization impact your life?
4. How does globalization impact the world?

Enduring Understanding/Big Ideas:
1. Modern cultures desire goods from around the world and they are becoming more interdependent upon one another. Technology has allowed the world to become more interconnected. Worldwide interdependence and interconnectedness has led to globalization.
2. Investment, productivity, GDP, inflation, profit, and profit motive are economic terms to help understand and discuss globalization.
3. Positive impacts of globalization:
   a. Countries can get resources they need.
   b. Countries/cultures can learn more about one another and become better connected.
   c. There are more markets (places to buy/sell things) so people/companies can make more money.
d. The prices of goods can be lower.

e. Less developed countries can improve (more jobs, more income, and more development).

f. Some companies are trying to improve less developed parts of the world as they buy things from other countries.

4. Negative impacts of globalization:

a. There is a loss of individual culture. There is becoming one global culture, instead of many unique ones.

b. Less developed countries can be taken advantage of or exploited. Common issues include child labor, poor wages, harsh working conditions, and human trafficking.

c. The gap between developed and developing countries increases.

d. The world is more competitive making it harder for Americans to find jobs.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Globalization</td>
</tr>
<tr>
<td>Explain</td>
<td>developed country</td>
</tr>
<tr>
<td>Understand</td>
<td>developing country</td>
</tr>
<tr>
<td>Apply</td>
<td>Gross Domestic Product (GDP)</td>
</tr>
<tr>
<td>Investment</td>
<td>productivity</td>
</tr>
<tr>
<td>Profit</td>
<td>inflation</td>
</tr>
<tr>
<td></td>
<td>profit motive</td>
</tr>
<tr>
<td></td>
<td>imports</td>
</tr>
<tr>
<td></td>
<td>exports</td>
</tr>
<tr>
<td></td>
<td>tariffs</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Four-Square Vocabulary

Topic 1: Economic Foundations

Engaging Experience 1

Title: Economic Foundations Guided Notes

Suggested Length of Time: 40-85 minutes

Standards Addressed

Priority:

- SS 4.1.10 Apply the following economic concepts: investment, productivity, Gross Domestic Product (GDP), inflation, profit and profit motive

Supporting:
58:1.6 Explain human characteristics such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems

**Detailed Description/Instructions:**
Students can work independently or as a class to complete the Economic Foundations graphic organizer.

- *Economic Foundations Graphic Organizer*

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

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**Engaging Experience 2**

**Title:** Economic Foundations Quiz

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

**Priority:**
- SS4 1.10 Apply the following economic concepts: investment, productivity, Gross Domestic Product (GDP), inflation, profit and profit motive

**Supporting:**
- SS4 1.6 Explain the consequences of personal and public economic decision
- SS5 1.6 Explain human characteristics such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems

**Detailed Description/Instructions:**
Students will take a quiz on Bright Space where they must apply their understanding of economic terms.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

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**Topic 2: Causes of Globalization**

**Engaging Experience 1**

**Title:** Causes of Globalization Graphic Organizer

**Suggested Length of Time:** 85 minutes

**Standards Addressed**

**Priority:** SS5 1.6 Identify how technology and culture have influenced resource use in the past

**Supporting:**

● SS4 3.8 Interpret the past, explain the present and predict future consequences for economic decisions
● CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation ISTE 3: Research and Information Fluency
● ISTE-CREATIVITY AND INNOVATION 1 Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
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● ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
● ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

Detailed Description/Instructions:
Students will create a graphic organizer (for example, a T-Chart) that displays what a country's culture and economy were like before and after the internet came to that country. Students will need to use technology to research about their country of choice. Graphic organizers can be presented to groups and/or the class upon completion.

RESOURCE MODIFICATION: Consider more time (1 week). Assign the options of countries to the student.
Bloom’s Levels: Analyze
Webb’s DOK: 2

Topic 3: Impacts of Globalization

Engaging Experience 1
Title: The Journey of Stuff
Suggested Length of Time: 160 minutes
Standards Addressed
Priority:
● SS5 1.6 Explain how regions of the world relate to one another and change over time
Supporting:

- CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations.

Detailed Description/Instructions:

Students will research where many of their personal belongings are made around the world. Students will make an infographic displaying how their lives and belongings are impacted by globalization.

Bloom’s Levels: Understand
Webb’s DOK: 2
• SS4 1.6 Explain the consequences of personal and public economic decisions
• SS4 3.8 Interpret the past, explain the present and predict future consequences for economic decisions

Supporting:
• CCSS: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
• CCSS: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
• CCSS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
• CCSS: Use technology, including the internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently
• ISTE-CREATIVITY AND INNOVATION 1 Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
• ISTE-CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions:
Students will write an argumentative essay in response to the essential question, "How does globalization impact the world?" Students will conduct research, create an outline, and produce a paper in which the student must make a clear claim stating whether or not globalization positively or negatively impacts the world.

OR

Students will participate in a class-wide or school-wide debate centered around: How does globalization impact your life or the world? Students choose either impact on life or the world. This would allow for interdisciplinary teaming with the ELA and Reading teachers on the team, as their unit is Argument Reading and Writing. See shell course for further information regarding the logistics of this experience.

Bloom’s Levels: Evaluate
Webb’s DOK: 3
Engaging Scenario

CNN Student News is creating the **Globalization Commission** to evaluate international business practices around the world. As a member of this group, you will need to pick one
international company and you must analyze their business practices. Ultimately you MUST make a recommendation to the commission whether or not other teenagers should buy products from the company you evaluated based on your understanding of economics and globalization. CNN will use these recommendations to create a list of businesses that teenagers can reference when they are looking to use and/or shop at an ethical and savvy company.

- Task sheet for the Globalization Engaging Scenario
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Economic Foundations Guided Notes</td>
<td>Students will complete a graphic organizer about Economic Foundations.</td>
<td>85 minutes</td>
</tr>
<tr>
<td>1</td>
<td>Economic Foundations Quiz</td>
<td>Quiz on economic terms</td>
<td>40 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Causes of Globalization Graphic Organizer</td>
<td>Students will research about a country’s culture and economy before and after the internet arrived at that country.</td>
<td>160 minutes</td>
</tr>
<tr>
<td>3</td>
<td>The Journey of Stuff</td>
<td>Students will make an infographic displaying how their lives and belongings are impacted by globalization.</td>
<td>180 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Globalization Essay</td>
<td>Students will write an essay answer the question, “How does globalization impact the world?”</td>
<td>1-2 weeks</td>
</tr>
</tbody>
</table>

Unit 7: Create Your Own Country
Subject: Social Studies  
Grade: 7th  
Name of Unit: Create Your Own Country  
Length of Unit: 4-6 weeks  
Overview of Unit: Students will work on their own or in groups to create their own country using the concepts and knowledge they have gained throughout the entire course. Students will build a website about their country and give a presentation to the United Nations in an effort to seek admittance to the UN.  
Priority Standards for unit:

- SS5 1.4, 1.5, 1.10 Locate and describe geographic places, using absolute and relative location, especially as people were able to define them more accurately
- SS5 1.4, 1.10 Locate the world’s continents, oceans and major topographic features as civilizations spread
- SS5 1.4, 1.5, 1.10 Locate major cities and nations of the world in historical context
- SS5 1.6 Explain physical characteristics, such as climate, topography, relationship to water and ecosystems
- SS6 1.6 Analyze how cultural traditions, human actions and institutions affect people’s behavior
- SS5 1.6 Explain human characteristics such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems
- SS1 1.6, 4.2 Analyze responsibilities governments and citizens need to accept to become effective in a republic
- SS1 1.6 Compare and contrast the following: limited government, rule of law, majority rule, minority rights
- SS6 1.6, 3.6 Identify how laws and events affect members of groups and relationships among groups
- SS5 1.6 Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them
- SS5 1.6, 3.5 Identify and explain environmental consequences of how people use resources from historical examples
- SS5 1.6, 3.5 Identify and explain the effect of natural forces upon human activities from historical experiences
- SS5 1.6 Identify and describe worldwide patterns of resource distribution
- SS5 1.6, 3.6 Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers
- SS5 1.6 Explain how regions of the world relate to one another and change over time
- SS4 1.10 Apply the following economic concepts: investment, productivity, Gross Domestic Product (GDP), inflation, profit and profit motive
- SS5 1.6 Identify how technology and culture have influenced resource use in the past
● SS4 1.6 Explain the consequences of personal and public economic decision
● SS4 3.8 Interpret the past, explain the present and predict future consequences for economic decisions

Essential Questions:
● Do individuals or external forces have more power to impact change?
● Why does the desire to protect often lead to strict rules and denial of basic human rights?
● What is the balance between policy and freedom?
● How do countries overcome obstacles in order to improve the human condition?
● How can you create positive change in the world?

Enduring Understandings/Big Ideas:
1. Students will need to incorporate knowledge and skills from the previous units. They must demonstrate an understanding of physical features, government, economics, migration, human environment interaction, and globalization.

Engaging Scenario

A new island has been formed in the middle of the ocean and you have been chosen to make the island into a utopia. As with any country, there are some things that will be out of your control, such as the physical environment, local population, and natural disasters. However, there are many other things you will be able to create on your own, like the government, economy, and quality of life for your people. As you design your country, you will be creating a website that showcases all of the different aspects of your country. At the end of the project, you will present your website and your country to the United Nations in an effort to get your new country admitted to the United Nations.

Further information to guide the project:
The website and the presentation must include the following components:

General Information:
As you develop your country, there will be some general information that needs to be established your country must have a name, flag, size, and relative and absolute location.

The name of your country must be unique. There should be some sort of story or explanation behind the name. On your country’s website, make sure you include your country name and a statement about how this name was chosen.

Countries have flags for a variety of reasons, such as promoting their identity and patriotism. Flags usually are made with great care. The color choice and symbols typically have a
meaningful purpose. You must create a flag for your country that represents the physical and cultural feel of your country. Make sure post your flag on your website and explain the symbolism of your flag, as well. Feel free to do research on what flag colors and symbols represent to help justify your explanation.

As your country starts to develop and you know the physical characteristics (like its climate and landforms), you must think of a logical location for your country on planet earth. You need to clearly state its absolute and relative location. It is also essential that you articulate WHY your country is located where it is. For example, if you have a desert climate it would NOT make sense to be located right next to Antarctica. Make sure you post your absolute and relative location on your website.

As your country develops you must also create a map of your country. You need to draw the shape of your country and then label its landforms, climate zones, population centers, and its capital city. You must also think of how large your country is going to be (remember, it is a new island found on earth) because you will need to create a small model of your country that is made to scale to be placed on a class map. Make sure your map is on your website. If you draw it by hand you can scan your drawing or take a picture of it and upload it to your site. Or you can feel free to use a computer program (like Paint) to make the map. Remember, every aspect of the creation process should be intentional. You should be able to explain why you created your country with its particular size, shape, and characteristics.

**Photo Gallery:**
You need to create a photo gallery of pictures that highlight the essence of your country. You need to create TEN PICTURES and insert the photos on the Photo Gallery page of your website. Include a brief caption with each photo so that the reader knows what the picture is showing. The pictures should provide a sample of what the government, economy, human condition, and physical environment are like in your country.

**Physical Features**
You will need to develop the physical geography of your country. There are some features that you have no control over because you will choose them out of a hat at random. However, there are other features which you will choose for your country. Everything you choose and create for your country must make logical sense and operate within the laws of science. Always be prepared to explain a rationale for WHY you are creating things as you are in your country.

The following information must be discussed as a group and then displayed on the “Physical Features” portion of your country’s website.
● What are the FOUR landforms of your country? *You will be given two at random and you will choose two on your own.*
  ○ Describe them. Include Pictures of each landform.
  ○ Which landform did you choose as a group? Justify why this is a logical and wise choice for your country.
  ○ What are the pros and cons of these landforms?

● What are your two climate zones? *One will be given at random and you will choose one on your own.*
  ○ Describe the climate zones.
  ○ Which climate zone did you choose as a group? Justify why this is a logical and wise choice for your country.
  ○ What are the pros and cons of these climate zones?
  ○ Possible Climate Zones:
    ■ Tropical Rainforest
    ■ Tropical Savanna
    ■ Steppe
    ■ Desert
    ■ Marine West Coast
    ■ Mediterranean
    ■ Humid Subtropical
    ■ Humid Continental
    ■ Subarctic
    ■ Tundra
    ■ Highland

● You will pick one natural disaster that your country is experiencing a devise a plan on how your country will handle this type of disaster when/if it hits.
  ○ Identify and describe the main natural disaster that your country experiences. This will not be randomly assigned so you will determine this as a group.
  ○ Explain what kind of impact this natural disaster could have on your country.
  ○ How is your country going to respond when it experiences this disaster? State an action plan for your country to use when this natural disaster strikes. Make sure to address what to do during the natural disaster and what your country will do to address the impacts.

● You will need to decide what types of natural resources your country will have. You will be able to pick these yourself.
  ○ What resources does your country have?
  ○ How is your country able to have these resources?
  ○ Are these resources renewable or nonrenewable?
  ○ What resources do you lack? How will this impact your country? What are you
going to do about it?
○ How do people in your country make money?

**Human Features:**
When you consider the human condition of your country you will need to develop and showcase the structure and culture of your population. You will also need to design government and economic systems to guide your population. The following requirements stated below must be incorporated into the Human Features portion of your country’s website.

*Please keep in mind that you trying to make a utopian country that abides by the United Nations’ Universal Declaration of Human Rights.*

- Describe your country’s population. The diversity and size of your population will be determined by at random choosing these features out of a hat.
  ○ How diverse is your population? (Share percentiles)
  ○ What are the positives and negatives of your level of diversity?
  ○ Include your visual population chart (this will be made in class).
  ○ How large is your population?
  ○ What are the positives and negatives of population size?
- Culture
  ○ Make sure you state on your website:
    ■ Official language(s)
    ■ Popular Religion(s)
    ■ Favorite pastime or sport and why this sport is so popular in your country
    ■ Signature food dish and why this is a popular dish in your country
  ○ Write a paragraph summarizing the brief history of your country.
- Clothing
  ○ Add a picture of the clothing of your country
  ○ Explain how your outfit incorporates the climate, colors, population, and history of your country.
  ○ Create a Meme of something that exemplifies your culture.

**Government:**
As a group, you must determine what a utopian government would be like. Make sure you consider everything we have learned this year about government systems, the human condition, and human rights.

- Outline the major beliefs of your government in a **GOOGLE PRESENTATION. You must include:**
○ What type of government system will your country have? Identify it and describe it.
○ Who has the power in your government? Why?
○ What role (if any) do people have in your government? Why?
○ Are there any specific laws you will create for your country?
○ Why did you choose this government system?
○ Why do you think this will be a successful government?
○ How will your government impact the human condition?

● You must create a preamble AND a constitution for your country.
  ○ CREATE A VOKI of your Preamble and have it linked on the website
  ○ Have a formal written document for your own Constitution on the website.

**Economy:**
Similar to the government system, you must create an economic system for your utopian country. Feel free to create your own, unique system OR you can adopt one of the systems we studied this year (traditional, market, mixed, or command). Again, make sure you consider everything we have learned this year about government systems, the human condition, and human rights. On the website you must include:

● What kind of economic system do you have? Describe it.
● Why did you pick this system?
● How will this economic system impact the human condition of your country? Make sure to EXPLAIN how it impacts people in your country.
● How does globalization impact your country? In what ways will your country be relying on other countries? What resources does your country have that other countries may want?
● Create a pie chart showing what jobs people have in your country (for example: [Example](#))
  ○ Use this website to help you create the pie chart:
    ■ You should not have to create a login
    ■ After you have made your graph you need to take a picture of it using the “Snipping Tool” on your laptop.
    ■ Save the snipping tool picture and then you can insert the picture onto the economy page of your website.
## Assessment Leveling Guide

**Grade: 7**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED</td>
<td>In addition to PROFICIENT, in-depth inferences or applications.</td>
</tr>
<tr>
<td></td>
<td>Approaching Advanced In addition to PROFICIENT performance, in-depth inferences and applications with partial success.</td>
</tr>
<tr>
<td>PROFICIENT</td>
<td>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</td>
</tr>
<tr>
<td></td>
<td>Approaching Proficiency No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.</td>
</tr>
<tr>
<td>BASIC</td>
<td>The student exhibits no major errors or gaps in the simpler details and processes.</td>
</tr>
<tr>
<td></td>
<td>Approaching Basic Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.</td>
</tr>
<tr>
<td>BELOW BASIC</td>
<td>The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.</td>
</tr>
<tr>
<td>NO EVIDENCE</td>
<td>The student has produced no evidence.</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.
**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

![Symbol](image)

This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.