7th Grade 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:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6 weeks</td>
<td>Foundations of Geography</td>
<td>Topic 1: Location</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Physical Features</td>
</tr>
<tr>
<td>4-6 weeks</td>
<td>Human Environment Interaction</td>
<td>Topic 1: Ecosystems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Humans Impact the Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Environmental Impacts on People</td>
</tr>
<tr>
<td>4-6 weeks</td>
<td>Culture</td>
<td>Topic 1: Elements of Culture/Human Characteristics</td>
</tr>
<tr>
<td>4-6 weeks</td>
<td>Government</td>
<td>Topic 1: The Purpose of Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Governments Around the World</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Comparing and Contrasting Government Systems</td>
</tr>
<tr>
<td>4-5 weeks</td>
<td>Migration</td>
<td>Topic 1: Population</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Movement-People</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Movement-Resources</td>
</tr>
<tr>
<td>3-4 weeks</td>
<td>Globalization</td>
<td>Topic 1: Economic Foundations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Causes of Globalization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Impacts of Globalization</td>
</tr>
<tr>
<td>4-6 weeks</td>
<td>Create Your Own Country</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Revisions

**April 2017**
- Due to the change of standards, the US government topic has been removed from the government unit.
- Due to the change in standards the Migration unit engaging scenario has been changed.

**April 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:
- T1S3A. Create and use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends.
- T1S3B. Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.
- T1S3C. Locate the states of the United States and corresponding regions.
- T1S3D. Locate the cities of Missouri, the United States and the world.
- T1S3E. Locate the major nations of the world.
- T1S3F. Locate the major landforms of the world.

Supporting Standards for the Unit:
- T1S1D. Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.
- T2S3A. Describe how physical processes shape the environment of a place.
- 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>the major nations of the world.</td>
<td>Locate</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>how the physical and human characteristics of current world regions are connected to changing identity and culture.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

Board Approved: May 14, 2015
Revised: March, 2016
MLS Alignment: April, 2017
use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends. | Create | Understand | 2
---|---|---|---
the states of the United States and corresponding regions. | Locate | Remember | 1
the cities of Missouri, the United States and the world. | Locate | Remember | 1
the major landforms of the world. | Locate | Remember | 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>Topography</td>
</tr>
<tr>
<td>Locate</td>
<td>Latitude</td>
</tr>
<tr>
<td>Understand</td>
<td>Longitude</td>
</tr>
<tr>
<td>Describe</td>
<td>Prime Meridian</td>
</tr>
<tr>
<td>Ecosystem</td>
<td>Equator</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Four-Square Vocabulary
Engaging Experience 1
Title: Latitude/Longitude Battleship and/or class-wide competition
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:
- T1S3A. Create and use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends.

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: 2
Webb’s DOK: 2

Engaging Experience 2
Title: $10,000 Pyramid: Relative Location
Suggested Length of Time: 1 class period (½ class)
Standards Addressed

Priority:
- T1S3C. Locate the states of the United States and corresponding regions.
- T1S3D. Locate the cities of Missouri, the United States and the world.
- T1S3E. Locate the major nations of the world.
- T1S3F. Locate the major landforms of the world.

Detailed Description/Instructions: Students will work together in partners to play the relative location version of $10,000 Pyramid. They will compete to describe the places (major landforms, cities, states, and countries) listed using ONLY relative location clues.

Bloom’s Levels: 2
Webb’s DOK: 2

Engaging Experience 3
Title: Map Quiz
Suggested Length of Time: ½-1 class period
Standards Addressed

Priority:
- T1S3C. Locate the states of the United States and corresponding regions.
- T1S3D. Locate the cities of Missouri, the United States and the world.
● T1S3E. Locate the major nations of the world.
● T1S3F. Locate the major landforms of the world.

**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: 1 class period
Standards Addressed
  Priority:
  ● T1S3A. Create and use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends.
  ● T1S3B. Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.
  Supporting:
  ● T2S3A. Describe how physical processes shape the environment of a place.
Detailed Description/Instructions: 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.
Bloom’s Levels: 2
Webb’s DOK: 1

Engaging Experience 2
Title: Create a Map-Landform Project
Suggested Length of Time: 3-4 class periods
Standards Addressed
  Priority:
  ● T1S3A. Create and use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends.
  ● T1S3B. Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.
  Supporting:
  ● T1S1D. Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.
  ● T2S3A. Describe how physical processes shape the environment of a place.
Detailed Description/Instructions: Students will map/tour the world using technology such as Google Tour Builder, which will illustrate 15 of the landforms discussed in class. Students will include an explanation of how people adapt to live in or near that landform.
Bloom’s Levels: 2
Webb’s DOK: 3
**Engaging Experience 3**

**Title:** Climate Graphs

**Suggested Length of Time:** 3 class periods

**Standards Addressed**

*Priority:*

- T1S3A. Create and use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends.
- T1S3B. Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.

*Supporting:*

- T1S1D. Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of view represented in the resources.

**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.

**Bloom’s Levels:** 4

**Webb’s DOK:** 3
Engaging Scenario

Students will help people find potential vacation/visit locations using an adult in the building filling out a survey, which students will use to find an ideal vacation proposal. The survey will have all the “items”/checklist of interests that students will need to locate and analyze ideal vacation spots that will work for that individual. The proposals will then be presented to for a final decision, which could be a live presentation or a video presentation and send to the individual who completed the survey.

*Rubric is subject to teacher creativity and discretion. There is also an example of the project in the 7th grade SS curriculum google folder.
# 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>Location</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>2 class periods</td>
</tr>
<tr>
<td>Location</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>½ to 1 class period</td>
</tr>
<tr>
<td>Location</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>½ to 1 class period</td>
</tr>
<tr>
<td>Physical Features</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>1 class period</td>
</tr>
<tr>
<td>Physical Features</td>
<td>Create a Map-Landform Project</td>
<td>Students will create a map using landforms correctly.</td>
<td>3-4 classes</td>
</tr>
<tr>
<td>Physical Features</td>
<td>Quiz</td>
<td>Student will take a quiz over physical characteristics.</td>
<td>1 class</td>
</tr>
<tr>
<td>Physical Features</td>
<td>Climate Graphs</td>
<td>Students will analyze climate graphs to help them better understand climate zones and causes of climate.</td>
<td>3 classes</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 the Unit:**

- T2S3C. Explain how human-environmental interactions shape people and places.  
- T2S2B. Analyze current human environmental issues using relevant geographic sources to propose solutions.  
- T2S1B. Explain how forces of nature impact historic and current conflicts and cooperation.  
- T2S3B. Describe a variety of ecosystems, and explain where they may be found.

**Supporting Standards for the Unit:**

- T1S1E. Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.  
- 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 human-environmental interactions shape people and places</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>current human environmental issues using relevant geographic sources to propose solutions.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
</tbody>
</table>

Board Approved: May 14, 2015  
Revised: March, 2016  
MLS Alignment: April, 2017
how forces of nature impact historic and current conflicts and cooperation. Explain Understand 3

a variety of ecosystems, and explain where they may be found. Describe Understand 1

Describe a variety of ecosystems, and explain where they may be found. Explain Understand 2

**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>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<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>climate</td>
</tr>
<tr>
<td>impact</td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary charades
**Engaging Experience 1**

**Title:** Describing Ecosystems  
**Suggested Length of Time:** 1 class period  
**Standards Addressed**

**Priority:**  
- T2S3B. Describe a variety of ecosystems, and explain where they may be found.

**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:** 1 class period  
**Standards Addressed**

**Priority:**  
- T2B3B. Describe a variety of ecosystems, and explain where they may be found.  
- T2S3C. Explain how human-environmental interactions shape people and places.

**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, 3
Engaging Experience 1
Title: The Lorax
Suggested Length of Time: 1 class period
Standards Addressed
Priority:
- T2S3C. Explain how human-environmental interactions shape people and places.
- T2S3B. Describe a variety of ecosystems, and explain where they may be found.

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: Understand
Webb’s DOK: 2, 3

Engaging Experience 2
Title: HEI in Current Events
Suggested Length of Time: 1 class period
Standards Addressed
Priority:
- T2S3C. Explain how human-environmental interactions shape people and places.
- T2S2B. Analyze current human environmental issues using relevant geographic sources to propose solutions.

Supporting:
- T1S1E. Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.
- 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.

Bloom’s Levels: Understand/Analyze
Webb’s DOK: 3, 4
**Engaging Experience 3**

**Title:** Deforestation Socratic Seminar

**Suggested Length of Time:** 3 class periods

**Standards Addressed**

*Priority:*
- T2S2B. Analyze current human environmental issues using relevant geographic sources to propose solutions.
- T2S3B. Describe a variety of ecosystems, and explain where they may be found.

*Supporting:*
- T1S1E. Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.
- 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

**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.

**Bloom’s Levels:** Understand/Analyze

**Webb’s DOK:** 2, 4
Topic 3: Environmental Impacts on People

Engaging Experience 1

Title: Natural Forces Project

Suggested Length of Time: 4 class periods

Standards Addressed

Priority:

- T2S1B. Explain how forces of nature impact historic and current conflicts and cooperation.

Supporting:

- 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

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?”

Bloom’s Levels: Understand

Webb’s DOK: 3
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.
<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>Ecosystems</td>
<td>Describe Ecosystems</td>
<td>Students will locate and describe ecosystems around the world.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Ecosystems</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>1 class period</td>
</tr>
<tr>
<td>Humans Impact the Environment</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>1 class period</td>
</tr>
<tr>
<td>Humans Impact the Environment</td>
<td>HEI Current Event</td>
<td>Students will analyze a current event article that is related to people impacting the environment.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Humans Impact the Environment</td>
<td>Deforestation Role Play</td>
<td>Students will create a newscast that represents various perspectives involved in deforestation.</td>
<td>3 class periods</td>
</tr>
<tr>
<td>Environmental Impacts on People</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>4 class periods</td>
</tr>
</tbody>
</table>
Unit 3: Culture

Subject: Social Studies
Grade: 7
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:
- T1S5B. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- T1S5C. Compare and contrast the human characteristics within and among contemporary and historic regions over time.
- T2S5C. Analyze the relationship between the physical environment and cultural traditions to determine their impact on individuals, groups, and institutions.
- T2S5E. Describe how a people's' culture is expressed through their art, architecture and literature.
- T1S5A. Analyze material culture to explain a people’s perspective and use of place.
- T2S5D. Analyze religion and belief systems of a place to determine their impact on people, groups, and cultures.
- T2S5A. Compare and contrast the human characteristics within and among regions.

Supporting Standards for unit:
- T2S5B. Explain how groups and institutions of a place develop to meet peoples’ needs.
- ISTE-CREATIVITY 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.
### Unwrapped Concepts (Students need to know)
- How the physical and human characteristics of places and regions are connected to human identities and cultures.
- The human characteristics within and among contemporary and historic regions over time.
- The relationship between the physical environment and cultural traditions to determine their impact on individuals, groups, and institutions.
- How a people's' culture is expressed through their art, architecture, and literature.
- Material culture to explain a people’s perspective and use of place.
- How religion and belief systems of a place determine their impact on people, groups, and cultures.
- And contrast the human characteristics within and among regions.

### Unwrapped Skills (Students need to be able to do)
- Explain
- Compare
- Analyze
- Describe
- Analyze
- Explain
- Analyze
- Compare

### Bloom’s Taxonomy Levels
- Understand
- Understand
- Understand
- Understand
- Understand
- Understand
- Understand

### Webb’s DOK
- 2
- 2
- 3
- 2
- 2
- 3
- 2

### 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>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>ethnicity</td>
</tr>
<tr>
<td>Analyze</td>
<td>tolerance</td>
</tr>
<tr>
<td>Identify</td>
<td>acceptance</td>
</tr>
<tr>
<td></td>
<td>culture</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Four Square, Double Bubble
Engaging Experience 1
Title: Culture Web
Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:
- T2S5E. Describe how a people's’ culture is expressed through their art, architecture and literature.
- T1S5A. Analyze material culture to explain a people’s perspective and use of place.
- T2S5D. Analyze religion and belief systems of a place to determine their impact on people, groups, and cultures.
- T2S5A. Compare and contrast the human characteristics within and among regions.

Supporting:
- T2S5B. Explain how groups and institutions of a place develop to meet peoples’ needs.

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, Analyze
Webb’s DOK: 2,3

Engaging Experience 2
Title: Cultural Dish
Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:
- T1S5A. Analyze material culture to explain a people’s perspective and use of place.
- T1S5C. Compare and contrast the human characteristics within and among contemporary and historic regions over time.
- T2S5A. Compare and contrast the human characteristics within and among regions.

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-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 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:** Understand/Analyze

**Webb’s DOK:** 2, 3

**Engaging Experience 3**

**Title:** Culture Cards

**Suggested Length of Time:** 1-2 class periods

**Standards Addressed**

**Priority:**

- T1S5B. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- T1S5C. Compare and contrast the human characteristics within and among contemporary and historic regions over time.
- T2S5C. Analyze the relationship between the physical environment and cultural traditions to determine their impact on individuals, groups, and institutions.
- T2S5E. Describe how a people's' culture is expressed through their art, architecture and literature.
- T1S5A. Analyze material culture to explain a people’s perspective and use of place.
- T2S5D. Analyze religion and belief systems of a place to determine their impact on people, groups, and cultures.
- T2S5A. Compare and contrast the human characteristics within and among regions.

**Supporting:**

- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Apply digital tools to gather, evaluate, and use information
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: Understand/Analyze
Webb’s DOK: 2, 3, 4

Engaging Experience 4
Title: Culture Essay
Suggested Length of Time: 5-7 Class Periods
Standards Addressed

Priority:
- T1S5B. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- T1S5C. Compare and contrast the human characteristics within and among contemporary and historic regions over time.
- T2S5C. Analyze the relationship between the physical environment and cultural traditions to determine their impact on individuals, groups, and institutions.
- T2S5E. Describe how a people's’ culture is expressed through their art, architecture and literature.
- T1S5A. Analyze material culture to explain a people’s perspective and use of place.
- T2S5D. Analyze religion and belief systems of a place to determine their impact on people, groups, and cultures.
- T2S5A. Compare and contrast the human characteristics within and among regions.

Supporting:
- T2S5B. Explain how groups and institutions of a place develop to meet peoples’ needs.
- 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
**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**: Understand/Analyze

**Webb’s DOK**: 2, 3, 4
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 company 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.
<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>Elements of Culture/ Human Characteristics</td>
<td>Culture Web</td>
<td>Complete a culture web relating personal culture to the eight elements.</td>
<td>1-2 class period</td>
</tr>
<tr>
<td>Elements of Culture/ Human Characteristics</td>
<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>1-2 class periods</td>
</tr>
<tr>
<td>Elements of Culture/ Human Characteristics</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>1-2 class periods</td>
</tr>
<tr>
<td>Elements of Culture/ Human Characteristics</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>5-7 class periods (research/writing)</td>
</tr>
</tbody>
</table>
Unit 4: Government

Subject: Social Studies
Grade: 7
Name of Unit: Government
Length of Unit: 4-6 weeks
Overview of Unit: Students will learn about the purpose of government and laws, governments around the world, and how governments around the world compare to America’s government.

Priority Standards for unit:
- T2S2A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.
- T2S2B. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.
- T2S2A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.

Supporting Standards for unit:
- T2S5B. Explain how groups and institutions of a place develop to meet people's needs.
- ISTE-DIGITAL CITIZEN 2 Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER 4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR 6 Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR 7 Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
<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>Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</td>
<td>Drawing conclusions</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. Who should have power in society?
2. What role should the government have in your life?
3. How does America’s government compare to other governments around the world?
4. How and why are laws made?
5. How do laws affect governmental systems?

**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. In a democracy there is majority rules, which means that more than half of the votes decide something.
3. Other government systems that can be compared to America’s representative democracy include: direct democracy, communism, dictatorship, oligarchy, absolute monarchy, and constitutional monarchy.
4. Laws guide society and have a significant impact on the standard of living and daily lifestyle of citizens.

**Unit Vocabulary:**
<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify</td>
<td>representative democracy</td>
</tr>
<tr>
<td>explain</td>
<td>direct democracy</td>
</tr>
<tr>
<td>compare</td>
<td>communism</td>
</tr>
<tr>
<td>contrast</td>
<td>dictatorship</td>
</tr>
<tr>
<td>majority</td>
<td>oligarchy</td>
</tr>
<tr>
<td>minority</td>
<td>absolute monarchy</td>
</tr>
<tr>
<td>citizenship</td>
<td>constitutional monarchy</td>
</tr>
<tr>
<td>duty</td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary matrix
Topic 1: The Purpose of Government

**Engaging Experience 1**

**Title:** The Purpose of Government Concept Map  
**Suggested Length of Time:** ½ of a class period

**Standards Addressed**

*Priority:*
- T2S2A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.

*Supporting:*
- T2S5B. Explain how groups and institutions of a place develop to meet peoples’ needs.

**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:** Understand  
**Webb’s DOK:** 1
Topic 2: Governments around the World

Engaging Experience 1
Title: Forms of Government Graphic Organizer
Suggested Length of Time: 1 class period

Standards Addressed

Priority:

● T2S2A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions

Supporting:

● T2S5B. Explain how groups and institutions of a place develop to meet people's needs.

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

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

Engaging Experience 2
Title: Lego Government
Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

● T2S2A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.

● T2S2A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.

Supporting:

● T2S5B. Explain how groups and institutions of a place develop to meet people's needs.

● ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE-INNOVATIVE DESIGNER 4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

● ISTE-CREATIVE COMMUNICATOR 6 Communicate clearly and express
themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**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:** Analyze

**Webb’s DOK:** 3

---

**Engaging Experience 3**

**Title:** Government Scenarios

**Suggested Length of Time:** ½ of a class period

**Standards Addressed**

**Priority:**

- T2S2A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.
- T2S2A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.

**Supporting:**

- T2S5B. Explain how groups and institutions of a place develop to meet people's needs.

**Detailed Description/Instructions:** 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

**Bloom’s Levels:** Analyze, Evaluate

**Webb’s DOK:** 3, 4
Engaging Experience 4
Title: Dream Government
Suggested Length of Time: 1 class period
Standards Addressed

Priority:

● T2S2A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.

Supporting:

● T2S5B. Explain how groups and institutions of a place develop to meet people's needs.

Detailed Description/Instructions: Students will write a reflection where they must create and describe their ideal government system.

● Dream Government

Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Experience 1
Title: Mapping Democracies
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- T2S2A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.
- T2S2A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.

Supporting:
- T2S2B. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.

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: 1 class period
Standards Addressed

Priority:
- T2S2A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.
- T2S2B. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.
- T2S2A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.

Detailed Description/Instructions: Students are assigned a country and they are given the country’s laws 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, Evaluate
Webb’s DOK: 3, 4
Engaging Experience 3
Title: Compare and Contrast One-Pager
Suggested Length of Time: 4 class periods
Standards Addressed

Priority:
- T2S2A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.
- T2S2B. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.
- T2S2A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.

Supporting:
- T2S5B. Explain how groups and institutions of a place develop to meet peoples’ needs.
- ISTE-DIGITAL CITIZEN 2 Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER 4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR 6 Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR 7 Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

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, Evaluate
Webb’s DOK: 3, 4
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>The Purpose of Government</td>
<td>The Purpose of Government Concept Map</td>
<td>Think-Pair-Share concept maps on the purpose of government systems.</td>
<td>½ of a class period</td>
</tr>
<tr>
<td>Governments around the World</td>
<td>Roles of Citizens</td>
<td>Create talking drawings of the roles of US citizens.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Governments around the World</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>1 class period</td>
</tr>
<tr>
<td>Governments around the World</td>
<td>Lego Government</td>
<td>Students create Lego models of a government system and reflect on how it impacts the people under that government.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Governments around the World</td>
<td>Government Scenarios</td>
<td>Apply knowledge of government systems to new scenarios.</td>
<td>½ of a class period</td>
</tr>
<tr>
<td>Governments around the World</td>
<td>Dream Government</td>
<td>Students will create and describe their ideal government.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Comparing and Contrasting Government Systems</td>
<td>Mapping Democracies</td>
<td>Analyze a special features map showing how democratic nations are around the world.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Comparing and Contrasting Government Systems</td>
<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</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Comparing and Contrasting Government Systems

| Compare and Contrast One-Pager | Compare America’s government to one other government system in the world. | 4 class periods |

for that country.
Unit 5: Migration

Subject: Social Studies
Grade: 7
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 for unit:
● T5S1A. Debate the development of and issues surrounding modern border disputes.
● T2S1C. Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.
● T2S3D. Explain how the movement of people, goods, and ideas impact world regions.

Supporting Standards for unit:
● ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
● ISTE-INNOVATIVE DESIGNER 4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
● ISTE-CREATIVE COMMUNICATOR 6 Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
● ISTE-GLOBAL COLLABORATOR 7 Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
<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>the development of and issues surrounding modern border disputes.</td>
<td>Debate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>how the movement of people, goods, and ideas impact regions.</td>
<td>Explain</td>
<td>Understand</td>
<td>4</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:** Foursquare, Analogy Grid
Topic 1: Population

**Engaging Experience 1**

**Title:** Population Density Practice  
**Suggested Length of Time:** 1-2 class periods  
**Standards Addressed**  
*Priority:*  
- T2S1C. Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.  
- T2S3D. Explain how the movement of people, goods, and ideas impact world regions.

**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:** Understand  
**Webb’s DOK:** 3, 4

**Engaging Experience 2**

**Title:** Human Population/ Land Area of the Continents  
**Suggested Length of Time:** 1-2 class periods  
**Standards Addressed**  
*Priority:*  
- T2S1C. Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.  
- T2S3D. Explain how the movement of people, goods, and ideas impact world regions.

**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.  
**Bloom’s Levels:** Evaluate/Understand  
**Webb’s DOK:** 3, 4
Engaging Experience 3
Title: Current Events: Population/Border disputes Article Review
Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- T5S1A. Debate the development of and issues surrounding modern border disputes.
- T2S1C. Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.
- T2S3D. Explain how the movement of people, goods, and ideas impact world regions.

Supporting: N/A

Detailed Description/Instructions: Students will use 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: Evaluate/Understand
Webb’s DOK: 3, 4
Topic 2: Movement-People

Engaging Experience 1:
Title: Migration Narratives
Suggested Length of Time: 1 class period
Standards Addressed
Priority:
- T2S1C. Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.
- T2S3D. Explain how the movement of people, goods, and ideas impact world regions.
- T5S1A. Debate the development of and issues surrounding modern border disputes.
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.
Bloom’s Levels: Evaluate/Understand
Webb’s DOK: 3, 4

Engaging Experience 2:
Title: Migration ThingLink
Suggested Length of Time: 2-3 class periods
Standards Addressed
Priority:
- T2S1C. Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.
- T2S3D. Explain how the movement of people, goods, and ideas impact world regions.
Supporting:
- ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR 6 Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
**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:** Evaluate/Understand

**Webb’s DOK:** 3, 4
Topic 3: Movement-Resources

Engaging Experience 1:
Title: Current Resource Distribution Article
Suggested Length of Time: 1-2 class periods
Standards Addressed
    Priority:
        ● T2S3D. Explain how the movement of people, goods, and ideas impact world regions.

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: Understand
Webb’s DOK: 4

Engaging Experience 2
Title: Geography of a Pencil Activity or Student Possessions
Suggested Length of Time: 1-2 class periods
Standards Addressed
    Priority:
        ● T2S3D. Explain how the movement of people, goods, and ideas impact world regions.

Supporting:
        ● T1S3A. Create and use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends.

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: Understand
Webb’s DOK: 4
You are an international real estate agent and you have been hired to pitch your country to foreign migration agency. The people who choose this agency are willing to move anywhere in the world and you want them to migrate to your country. You will be competing against other international real estate agents for this opportunity. You will create a pitch/proposal to present the push/pull factors of your country. Some factors may need to be analyzed so they are presented in a more positive light, but this is the challenge of persuading people to move to your country. Have students vote on best pitch of push/pull factors at the end if desired.

* Example is in 7th grade SS google curriculum folder.
<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>Population</td>
<td>Population Density Practice</td>
<td>Students will calculate population density of common areas.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Population</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>1-2 class periods</td>
</tr>
<tr>
<td>Population</td>
<td>Current Events: Population Growth Article Review</td>
<td>Students will look at a current population growth articles to practice looking a bias as well as practicing summarization, while also looking at current population growth trends.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Movement-People</td>
<td>Migration Narrative</td>
<td>Students will practice determining emigration/immigration, push/pull factors by applying them to given scenarios.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Movement-People</td>
<td>Migration ThingLink</td>
<td>Students will create a ThingLink to illustrate understanding on migration, push/pull factors, barriers to movement, and population density.</td>
<td>3-4 class periods</td>
</tr>
<tr>
<td>Movement-Resources</td>
<td>Resource Distribution Article</td>
<td>Students will read and annotate a current article on resource distribution and discuss as a class.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Movement-Resources</td>
<td>Geography of a Pencil</td>
<td>Students will map the origins of a pencil, predict and map trade and transport networks, and relate what they learn to globalization.</td>
<td>1-2 class periods</td>
</tr>
</tbody>
</table>
Unit 6: Globalization

Subject: Social Studies
Grade: 7
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.

Standards Addressed:

Priority
- T1S4A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.
- T2S4A. Analyze resource availability to explain the causes and impacts of conflict or cooperation
- T2S4B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions
- T2S4C. Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.
- T2S4D. Analyze economic systems to explain their impact on peoples’ behavior and choices.

Supporting
- T2S3D. Explain how the movement of people, goods, and ideas impact world regions.
- T2S5A. Compare and contrast the human characteristics within and among regions.
- ISTE-DIGITAL CITIZEN 2 Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER 4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR 6 Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR 7 Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
<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>Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>resource availability to explain the causes and impacts of conflict or cooperation</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Analyze resource availability to explain the causes and impacts of conflict or cooperation</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>patterns of resource distribution to explain the consequences of personal and public economic decisions</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions</td>
<td>Explain</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>economic systems to explain their impact on peoples’ behavior and choices.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>economic systems to explain their impact on peoples’ behavior and choices.</td>
<td>Explain</td>
<td>Understand</td>
<td>3</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 culture's 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, 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 inflation</td>
</tr>
<tr>
<td>Profit</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


**Engaging Experience 1**

**Title:** Economic Foundations Guided Notes  
**Suggested Length of Time:** 2 class periods  
**Standards Addressed**

*Priority:*
- T2S4C. Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.

*Supporting:*
- T2S5C. Analyze the relationship between the physical environment and cultural traditions to determine their impact on individuals, groups, and institutions.

**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

**Engaging Experience 2**

**Title:** Economic Foundations Quiz  
**Suggested Length of Time:** 1 class period  
**Standards Addressed**

*Priority:*
- T2S4C. Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.

*Supporting:*
- T1S4A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.  
- T2S4B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions

**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
**Engaging Experience 1**

**Title:** Causes of Globalization Graphic Organizer

**Suggested Length of Time:** 3 class periods

**Standards Addressed**

*Priority:*
- T1S4A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.
- T2S4A. Analyze resource availability to explain the causes and impacts of conflict or cooperation

*Supporting:*
- ISTE-DIGITAL CITIZEN 2 Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER 4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR 6 Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR 7 Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**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.

**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:** 3 class periods  
**Standards Addressed**

**Priority:**
- T2S4B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions

**Supporting:**
- T2S3D. Explain how the movement of people, goods, and ideas impact world regions.
- ISTE-DIGITAL CITIZEN 2 Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER 4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR 6 Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR 7 Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**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
Engaging Experience 2
Title: Globalization Essay
Suggested Length of Time: 1-2 weeks

Standards Addressed

Priority:

- T1S4A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.
- T2S4A. Analyze resource availability to explain the causes and impacts of conflict or cooperation
- T2S4B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions
- T2S4C. Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.
- T2S4D. Analyze economic systems to explain their impact on peoples’ behavior and choices.

Supporting:

- T2S3D. Explain how the movement of people, goods, and ideas impact world regions.
- T2S5A. Compare and contrast the human characteristics within and among regions.
- ISTE-DIGITAL CITIZEN 2 Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR 6 Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR 7 Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
**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
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>Economic Foundations</td>
<td>Economic Foundations Guided Notes</td>
<td>Students will complete a graphic organizer about Economic Foundations.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Economic Foundations</td>
<td>Economic Foundations Quiz</td>
<td>Quiz on economic terms</td>
<td>1 class period</td>
</tr>
<tr>
<td>Causes of Globalization</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>3 class periods</td>
</tr>
<tr>
<td>Impacts of Globalization</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>3 class periods</td>
</tr>
<tr>
<td>Impacts of Globalization</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: 7
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:

- T1S3A. Create and use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends.
- T2S3C. Explain how human-environmental interactions shape people and places.
- T2S2B. Analyze current human environmental issues using relevant geographic sources to propose solutions.
- T2S1B. Explain how forces of nature impact historic and current conflicts and cooperation.
- T2S3B. Describe a variety of ecosystems, and explain where they may be found.
- T2S5E. Describe how a people's’ culture is expressed through their art, architecture and literature.
- T1S5A. Analyze material culture to explain a people’s perspective and use of place.
- T2S5D. Analyze religion and belief systems of a place to determine their impact on people, groups, and cultures.
- T2S5C. Analyze the relationship between the physical environment and cultural traditions to determine their impact on individuals, groups, and institutions.
- T2S2A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.
- T2S2A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.
- T2S1C. Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.
- T2S3D. Explain how the movement of people, goods, and ideas impact world regions.
- T1S4A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.
- T2S4A. Analyze resource availability to explain the causes and impacts of conflict or cooperation
- T2S4B. Analyze patterns of resource distribution to explain the consequences of personal

Board Approved: May 14, 2015
Revised: March, 2016
MLS Alignment: April, 2017
and public economic decisions

- T2S4D. Analyze economic systems to explain their impact on peoples’ behavior and choices.

**Supporting Standards for Unit:**

- ISTE-CREATIVITY AND INNOVATION 1 Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- ISTE-DIGITAL CITIZEN 2 Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE CONSTRUCTOR 3 Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER 4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-Creative Communicator 6 Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR 7 Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Essential Questions:**

1. Do individuals or external forces have more power to impact change?
2. Why does the desire to protect often lead to strict rules and denial of basic human rights?
3. What is the balance between policy and freedom?
4. How do countries overcome obstacles in order to improve the human condition?
5. 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 pro’s and con’s 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 pro’s and con’s of these climate zones?
  - **Possible Climate Zones:**
    - Tropical Rainforest
• You will pick one natural disaster that your country 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.
<table>
<thead>
<tr>
<th>Assessment Leveling Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade: 7</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADVANCED</th>
<th>In addition to PROFICIENT, in-depth inferences or applications.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFICIENT</strong></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</td>
</tr>
<tr>
<td></td>
<td>No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.</td>
</tr>
<tr>
<td><strong>BASIC</strong></td>
<td>The student exhibits no major errors or gaps in the simpler details and processes.</td>
</tr>
<tr>
<td></td>
<td>Approaching Basic</td>
</tr>
<tr>
<td></td>
<td>Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.</td>
</tr>
<tr>
<td><strong>BELOW BASIC</strong></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><strong>NO EVIDENCE</strong></td>
<td>The student has produced no evidence.</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices**: All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

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

**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.

**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.

**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.

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

**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.

**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.

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

**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.

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

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.