



Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade Gifted Social Studies Curriculum

Course Description: The Park Hill School District is committed to an educational program which recognizes the unique values, needs, and academic talents of the gifted student. Our Gifted program has a guiding characteristic focused on the provision of differentiated studies, addressing both cognitive and affective development. Within the Gifted program, facilitators are expected to adapt learning opportunities/experiences to meet the specific needs of each learner as those needs present themselves over the course of the year. Various methods are suggested for meeting the needs of the specific learners in the gifted classroom, including: choice, project work in individual and group settings that challenge growth, personalized learning, thematic exploration of concepts, regular class meetings/conversations on topics relevant to gifted students, student interest projects, using content as a context for higher order thinking, genius hour, and participation in local and national competitions. Coursework and class time are intentionally designed to provide experiences whereby the students will be challenged academically, socially, and emotionally to achieve their greatest potential and have a sense of responsibility for self, school, community, and society.

Curriculum Note: This curriculum has been designed using tenets of project-based learning (PBL), which is reflective of effective gifted education. As such, the curriculum is written featuring Engaging Scenarios, driving questions, and milestones.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
First Quarter	Unit 1: Amazing Race	How does geography around the world impact daily lives? How do different experiences and expectations in cultures around the world shape how people interact in society?
Second Quarter	Unit 2: World of 8 Billion	What are various global challenges felt around the world? How is the world population impacted by a global challenge? How does population growth impact the global challenges we face? How do we create sustainable solutions to global challenges?
Third Quarter	Unit 3: Presenting a Passion	Determined through student interest with teacher guidance.
Fourth Quarter	Unit 4: Renew the Zoo	How do physical characteristics of places around the world impact the ability to survive and thrive? How do human environmental issues impact the ability to survive and thrive? How do different experiences and expectations around the world shape how people interact?
<u>Year-Long Instructional Topics</u>		Developing Questions to Research a Topic Drawing Insightful Conclusions based on Research Embracing a Growth Mindset Selecting End Products Articulating Thinking - Verbal and Written Providing Constructive Feedback

Additional Structures

Timeframe	Structure	Topics
Weekly	Conversations	SS based spotlight videos (Crash Course, TedED, etc.) Geography Challenges (Worldle and Globle)

		Think About it Video (SEL) Precept Discussion (SEL)
Monthly	Current Event	Various - based on Jr. Scholastic Magazine, CNN10, other reliable sources

Unit 1: Amazing Race

Subject: Gifted

Grade: 7

Name of Unit: Amazing Race

Length of Unit: 1 Quarter

Overview of Unit: In this interdisciplinary project, learners explore through research various geographical and cultural characteristics around the world. Following their research, learners will use the television series, The Amazing Race, as a guide to developing their own episode for the series. As a collective group, Bridges learners will then work to create a pitch to the television executives of the show combining all of the developed episodes into a season for the series.

Priority Standards for units:

- 6-8.WH.1.G.C Locate major cities of the world and key world nations - the world's continents, and oceans - and major topographical features of the world.
- 6-8.GEO.1.CC.A Create and use historical maps and timelines in order to represent continuity and change within and among regions over time.
- 6-8.GEO.1.CC.B Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.
- 6-8.GEO.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue.
- 6-8.GEO.1.CC.D Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.GEO.1.GS.A Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effect on individuals and groups in society.
- 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends.
- 6-8.GEO.1.G.B Analyze how the physical and human characteristics of current world regions connect to changing identity and culture.
- 6-8.AH.1.G.C Locate major cities of Missouri, the US, and the world; states of the US and key world nations; the world's continents and oceans; and major topographical features of the US.
- 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.
- 6-8.GEO.1.PC.A Analyze material culture to explain a people's perspective and use of place.

- 6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions connect to human identities and cultures.
- 6-8.GEO.1.PC.C Compare and contrast the human characteristics within and among contemporary and historic regions over time.

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.
- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.
- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

Standards relevant to this curriculum are found as an appendix.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
6-8.WH.1.G.C	The student will locate major cities of the world and key world nations, the world's continents and oceans, and major topographical features (e.g., mountains, bodies of water) of the world prior to c. 1450.	Remembering	3
6-8.GEO.1.CC.A	The student will define and explain the term region. The student will use historical maps and timelines to examine and then assess what has remained constant, as well as what has changed, given a specific timeframe in the region. In addition, the student will examine and then assess what remained constant, as well as what has changed, given different regions in a specific timeframe. This could include examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources. Given the unit parameters, the student will create maps that depict the	Creating	3

	chronology.		
6-8.GEO.1.CC.B	The student will define and explain the term region. Using teacher-provided historical solutions to situations/problems/issues (e.g., dropping an Atomic Bomb in WWII), the student will identify the problem(s) associated with the chosen solution(s) of the time. The student will draw conclusions about historical solutions to problems within and/or among world regions. The student will critique strengths and weaknesses of the solution(s) to make inferences about current issues and predict future courses of action within and/or among world regions (e.g., relationships with modern Japan). This could include examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources.	Creating	3
6-8.GEO.1.CC.C	With assistance throughout the process: The student will identify a contemporary issue. The student will then hypothesize how an aspect of geography is interrelated to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how geography impacts the issue. This could address political, environmental, socioeconomic, and/or cultural issues.	Creating	3
6-8.GEO.1.CC.D	The student will demonstrate curiosity by developing a compelling (open-ended geographic question with no one right answer and of high interest to students). To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	Applying	3
6-8.GEO.1.GS.A	The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, considering a	Analyzing	3

	geographic perspective, the student will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.		
6-8.GEO.1.G.A	The student will define and differentiate purpose(s) among maps, graphs, statistics, and geo-spatial technology. The student will also define and differentiate between spatial patterns and trends. The student will create and use maps, graphs, statistics, and geo-spatial technology to determine and assess emerging patterns and/or trends over time. The student will use the identified patterns and/or trends to explain the relationship/topic of study.	Evaluating	3
6-8.GEO.1.G.B	The student will define and differentiate between physical characteristics and human characteristics. The student will also define region, identity, and culture. From a teacher-provided selection of current regions, the student will identify the physical and human characteristics of at least two regions. Given two different time periods, the student will describe cultural aspects of the regions. The student will utilize the listed characteristics to analyze the connection between changing regional identity and culture over the specified time period(s).	Analyzing	4
6-8.AH.1.G.C	The student will determine what constitutes a “major” city, “key” world nations, and “major” topographical features. Then, the student will locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents and oceans; and major	Remembering	1

	topographical features of the United States.		
6-8.GEO.1.EC.A	The student will define cost, benefits, opportunity cost, and fiscal as they apply to economic decision-making. Through a geographic perspective, the student will then identify at least two economic decisions and critique those decisions based upon the positive and negative implications for contemporary society.	Evaluating	3
6-8.GEO.1.PC.A	The student will define and describe material culture, place, and perspective. Then, the student will investigate an example of material culture to interpret a people's point of view. The student will construct an understanding of place for that geographic area. From this, the student will draw conclusions about material culture as it relates to human and physical characteristics.	Analyzing	3
6-8.GEO.1.PC.B	The student will define and differentiate between physical and human characteristics. The student will also define and differentiate between human identities and culture. From teacher-provided regions, the student will select and investigate at least two regions. The student will examine the physical and human characteristics of the selected regions. Then, after the identification of the physical and human characteristics, the student will interpret and summarize how these are related to the human identities and/or culture(s) of each region.	Analyzing	3
6-8.GEO.1.PC.C	The student will define and describe human characteristics, contemporary regions, and historic regions. From teacher-provided options, the student will investigate at least two regions (one historic and one contemporary). The student will focus on two distinct time	Evaluating	3

	periods for the investigation. The student will compare and contrast the human characteristics within and across each region over the specified time.		
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Essential Questions:

1. How do physical characteristics of places around the world impact the ability to survive and thrive?
2. How do human environmental issues impact the ability to survive and thrive?
3. How do different experiences and expectations around the world shape how people interact?

Enduring Understanding/Big Ideas:

1. Places are unique and different because of their varying climate, topography, plants/animals and location in connection to resources.
2. The different experiences and expectations in cultures around the world shape how people act in society.
3. Laws and government are the instruments society uses to regulate the boundaries between personal freedom and societal responsibility.
4. Economies organize the production, distribution, and consumption of a society's goods and services.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Explain • Locate • Understand • Describe • Ecosystem	• Topography • Latitude • Longitude • Prime Meridian • Equator

Engaging Scenario: Amazing Race

In this interdisciplinary project, learners explore through research various geographical and cultural characteristics around the world. Following their research, learners will use the television series, The Amazing Race, as a guide to developing their own episode for the series. As a collective group, Bridges learners will then work to create a pitch to the television executives of the show combining all of the developed episodes into a season for the series.

Driving Question:

How do I create a pitch for television executives to consider for The Amazing Race focusing on physical and human characteristics of the world?

Engaging Scenario Milestones:

1. How does The Amazing Race incorporate physical and human characteristics of the world into their series in an entertaining way?
2. What continents, oceans, key world nations, and major cities are found around the world?
3. What major topographical features are found around the world and in the U.S.?
4. Locate the 50 states of the United States and major cities within them. What are major cities within MO?
5. How do the physical and human characteristics of places and regions connect to human identities and cultures?
6. How does the government in various countries/cities impact the people who visit and live there?
7. How does the economy in various countries/cities impact the people who visit and live there?
8. How can we best share about a location within The Amazing Race?
 1. Utilize the Episode Proposal Planning Part 1 document following each Milestone except for Milestone 4 to plan an authentic end product throughout the unit.
 2. Utilize the Episode Proposal Planning Part 2 document to pull all the ideas together in the format of an actual episode.
 3. Learners present end products to class for evaluation.
9. How do we convince executives of a television show to produce a season of The Amazing Race that includes all of our locations?
 1. Utilize the evaluation of episode proposals to work as a team developing the proposal for the season.
 2. Learners should participate in a Socratic Seminar to discuss a logical starting point and ending point within The United States to propose for the season. They will also discuss a logical path for contestants to follow based on their evaluation of proposals. Facilitators may choose to take the information from the Socratic Seminar to develop an end product that combines all episodes created by learners and the starting/ending points of the race to present to producers of the show.

Unit 2: The World of 8 Billion

Subject: Gifted

Grade: 7

Name of Unit: The World of 8 Billion

Length of Unit: 1 Quarter

Overview of Unit: In this interdisciplinary project, learners explore various global challenges that are faced by humanity due to population growth in the world. They choose a challenge to research and develop a solution to the problem being faced. A one-minute video is created to share what they have learned and are proposing, which can be submitted into the World of 8 Billion contest that is held each year.

Priority Standards for units:

- 6-8.GEO.1.CC.A Create and use historical maps and timelines in order to represent continuity and change within and among regions over time
- 6-8.GEO.1.CC.B Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.
- 6-8.GEO.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue.
- 6-8.GEO.1.CC.D Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.GEO.1.CC.E 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.
- 6-8.GEO.1.GS.A Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their affect individuals and groups in society.
- 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.
- 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geospatial technology in order to explain relationships and reveal spatial patterns or trends.
- 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and

understand how decisions and proposed solutions impact local and global communities.

- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.
- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

Standards relevant to this curriculum are found as an appendix.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
6-8.GEO.1.CC.A	The student will define and explain the term region. The student will use historical maps and timelines to examine and then assess what has remained constant, as well as what has changed, given a specific timeframe in the region. In addition, the student will examine and then assess what remained constant, as well as what has changed, given different regions in a specific timeframe. This could include examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources. Given the unit parameters, the student will create maps that depict the chronology.	Creating	3
6-8.GEO.1.CC.B	The student will define and explain the term region. Using teacher-provided historical solutions to situations/problems/issues (e.g., dropping an Atomic Bomb in WWII), the student will identify the problem(s) associated with the chosen solution(s) of the time. The student will draw conclusions about historical solutions to problems within and/or among world regions. The student will critique strengths and weaknesses of the solution(s) to make inferences about current issues and predict future courses of action within and/or among world regions (e.g., relationships with modern Japan). This could include	Creating	3

	examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources.		
6-8.GEO.1.CC.C	With assistance throughout the process: The student will identify a contemporary issue. The student will then hypothesize how an aspect of geography is interrelated to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how geography impacts the issue. This could address political, environmental, socioeconomic, and/or cultural issues.	Creating	3
6-8.GEO.1.CC.D	The student will demonstrate curiosity by developing a compelling (open-ended geographic question with no one right answer and of high interest to students). To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	Applying	3
6-8.GEO.1.CC.E	Considering current geographic issues, the student will identify causes and consequences, noting contradictions and emerging patterns. The student will also analyze obstacles and opportunities encountered by those trying to address the problem(s). Those attempting to address the problem may include, but are not limited to, governments and/or their agencies, individuals, private groups, etc.	Analyzing	4
6-8.GEO.1.GS.A	The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, considering a geographic perspective, the student will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	Analyzing	3

6-8.GEO.1.GS.B	The student will define human-environment interaction. Using teacher-provided prompts, the student will identify at least two current issues to analyze. The student will investigate the selected issues and list probable causes for each issue. Using relevant geographic sources, the student will draw conclusions and propose feasible solutions that are grounded in evidence.	Analyzing	3
6-8.GEO.1.G.A	The student will define and differentiate purpose(s) among maps, graphs, statistics, and geo-spatial technology. The student will also define and differentiate between spatial patterns and trends. The student will create and use maps, graphs, statistics, and geo-spatial technology to determine and assess emerging patterns and/or trends over time. The student will use the identified patterns and/or trends to explain the relationship/topic of study.	Evaluating	3
6-8.GEO.1.EC.A	The student will define cost, benefits, opportunity cost, and fiscal as they apply to economic decision-making. Through a geographic perspective, the student will then identify at least two economic decisions and critique those decisions based upon the positive and negative implications for contemporary society.	Evaluating	3

Essential Questions:

1. What are various global challenges felt around the world?
2. How is the world population impacted by a global challenge?
3. How does population growth impact the global challenges we face?
4. How do we create sustainable solutions to global challenges?

Enduring Understanding/Big Ideas:

5. Humanity can positively and negatively impact ecosystems. For example: conservation vs. deforestation
6. Humanity has to balance their personal freedoms with responsibility to ecosystems.
7. Laws and governments should protect ecosystems around the world.
8. Engineers in society have the responsibility of creating innovations that cause the least amount of harm to ecosystems.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• describe • explain • identify • cause and effect • impact • environment	• Topography • Latitude • Longitude • Prime Meridian • Equator • deforestation • natural forces • climate • ethnicity • tolerance • acceptance • culture • representative democracy • direct democracy • communism • dictatorship • oligarchy • absolute monarchy • constitutional monarchy • developed country • developing country • population density • renewable resource • non-renewable resource • globalization • migration • emigration • immigration • death rate • birth rate • push/pull factors • Globalization • developed country • developing country • Gross Domestic Product (GDP) • productivity inflation • profit motive • imports • exports • tariff

Engaging Scenario - The World of 8 Billion

In this interdisciplinary project, learners explore various global challenges that are faced by humanity due to population growth in the world. They choose a challenge to research and develop a solution to the problem being faced. A one-minute video is created to share what they have learned and are proposing, which can be submitted into the World of 8 Billion contest that is held each year.

Driving Question:

How do I create a one-minute video proposing a solution to a global challenge?

Engaging Scenario Milestones:

1. How are award winning videos created to win a contest?
2. What are various global challenges facing the world today?
3. How is the world population impacted by a global challenge?
4. How does population growth impact the global challenges we face?
5. How do we create sustainable solutions to global challenges?
6. How do we develop an award-winning video proposing a solution to a global challenge?
7. World of 8 Billion (new contest and curriculum to support each year in September)

Unit 3: Presenting a Passion

Subject: Gifted

Grade: 7

Name of Unit: Presenting a Passion

Length of Unit: 1 Quarter

Overview of Unit: In this interdisciplinary project, learners do an in-depth exploration of a topic that is a passion of theirs, which also incorporates the concepts in the priority standards, before developing a way to present that passion to their peers in a creative, engaging, interesting and informative manner.

Priority Standards for units:

- 6-8.GEO.1.CC.A Create and use historical maps and timelines in order to represent continuity and change within and among regions over time
- 6-8.GEO.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue.
- 6-8.GEO.1.CC.D Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.GEO.1.G.B Analyze how the physical and human characteristics of current world regions connect to changing identity and culture.
- 6-8.GEO.1.PC.A Analyze material culture to explain a people's perspective and use of place.
- 6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions connect to human identities and cultures.
- 6-8.GEO.1.PC.C Compare and contrast the human characteristics within and among contemporary and historic regions over time.

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.
- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.

- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

Standards relevant to this curriculum are found as an appendix.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
6-8.GEO.1.CC.A	The student will define and explain the term region. The student will use historical maps and timelines to examine and then assess what has remained constant, as well as what has changed, given a specific timeframe in the region. In addition, the student will examine and then assess what remained constant, as well as what has changed, given different regions in a specific timeframe. This could include examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources. Given the unit parameters, the student will create maps that depict the chronology.	Creating	3
6-8.GEO.1.CC.C	With assistance throughout the process: The student will identify a contemporary issue. The student will then hypothesize how an aspect of geography is interrelated to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how geography impacts the issue. This could address political, environmental, socioeconomic, and/or cultural issues.	Creating	3
6-8.GEO.1.CC.D	The student will demonstrate curiosity by developing a compelling (open-ended geographic question with no one right answer and of high interest to students). To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	Applying	3

6-8.GEO.1.G.B	The student will define and differentiate between physical characteristics and human characteristics. The student will also define region, identity, and culture. From a teacher-provided selection of current regions, the student will identify the physical and human characteristics of at least two regions. Given two different time periods, the student will describe cultural aspects of the regions. The student will utilize the listed characteristics to analyze the connection between changing regional identity and culture over the specified time period(s).	Analyzing	4
6-8.GEO.1.PC.A	The student will define and describe material culture, place, and perspective. Then, the student will investigate an example of material culture to interpret a people's point of view. The student will construct an understanding of place for that geographic area. From this, the student will draw conclusions about material culture as it relates to human and physical characteristics.	Analyzing	3
6-8.GEO.1.PC.B	The student will define and differentiate between physical and human characteristics. The student will also define and differentiate between human identities and culture. From teacher-provided regions, the student will select and investigate at least two regions. The student will examine the physical and human characteristics of the selected regions. Then, after the identification of the physical and human characteristics, the student will interpret and summarize how these are related to the human identities and/or culture(s) of each region.	Analyzing	3
6-8.GEO.1.PC.C	The student will define and describe human characteristics, contemporary regions, and historic regions. From teacher-provided options, the student will investigate at least two	Evaluating	3

	regions (one historic and one contemporary). The student will focus on two distinct time periods for the investigation. The student will compare and contrast the human characteristics within and across each region over the specified time.		
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Essential Questions:

1. How do people become passionate about what they do in life?
2. What do people do once they become passionate about a topic?
3. How do people share their passion with others?
4. How do people's passions impact society?

Enduring Understanding/Big Ideas:

1. Personal upbringing and life experiences impact what people become passionate about in life.
2. People who are passionate about a topic lead them to independently become experts in that area of passion.
3. People share their passions with others through various mediums.
4. People's passions can both positively and negatively impact society.

Unit Vocabulary:

Determined by student with teacher guidance, through the passion project process.

Engaging Scenario - Presenting a Passion

In this interdisciplinary project, learners do an in-depth exploration of a topic that is a passion of theirs, which also incorporates the concepts in the priority standards, before developing a way to present that passion to their peers in a creative, engaging, interesting and informative manner.

Driving Question:

Determined by student with teacher guidance, through the passion project process.

Engaging Scenario Milestones:

1. What drives people to pursue a passion in life?
2. How do people independently learn about their passion?
3. How do people share their passions with people in the world?
4. How can I use my passion to positively impact the world?

Unit 4: Renew the Zoo

Subject: Gifted

Grade: 7

Name of Unit: Renew the Zoo

Length of Unit:

Overview of Unit:

Priority Standards for units:

- 6-8.GEO.1.CC.A Create and use historical maps and timelines in order to represent continuity and change within and among regions over time
- 6-8.GEO.1.CC.B Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.
- 6-8.GEO.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue.
- 6-8.GEO.1.CC.D Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.GEO.1.CC.E 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.
- 6-8.GEO.1.GS.A Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their affect individuals and groups in society.
- 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.
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- 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society
- 6-8.GEO.1.PC.A Analyze material culture to explain a people's perspective and use of place.
- 6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions connect to human identities and cultures.
- 6-8.GEO.1.PC.C Compare and contrast the human characteristics within and among contemporary and historic regions over time.

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- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

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6-8.GEO.1.CC.B	The student will define and explain the term region. Using teacher-provided historical solutions to situations/problems/issues (e.g., dropping an Atomic Bomb in WWII), the student will identify the problem(s) associated with the chosen solution(s) of the time. The student will draw conclusions about historical solutions to problems within and/or among world regions. The student will critique strengths and	Creating	3

	weaknesses of the solution(s) to make inferences about current issues and predict future courses of action within and/or among world regions (e.g., relationships with modern Japan). This could include examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources.		
6-8.GEO.1.CC.C	With assistance throughout the process: The student will identify a contemporary issue. The student will then hypothesize how an aspect of geography is interrelated to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how geography impacts the issue. This could address political, environmental, socioeconomic, and/or cultural issues.	Creating	3
6-8.GEO.1.CC.D	The student will demonstrate curiosity by developing a compelling (open-ended geographic question with no one right answer and of high interest to students). To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	Applying	3
6-8.GEO.1.CC.E	Considering current geographic issues, the student will identify causes and consequences, noting contradictions and emerging patterns. The student will also analyze obstacles and opportunities encountered by those trying to address the problem(s). Those attempting to address the problem may include, but are not limited to, governments and/or their agencies, individuals, private groups, etc.	Analyzing	4
6-8.GEO.1.GS.A	The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, considering a geographic perspective, the student will investigate an issue and determine at least two	Analyzing	3

	laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.		
6-8.GEO.1.GS.B	The student will define human-environment interaction. Using teacher-provided prompts, the student will identify at least two current issues to analyze. The student will investigate the selected issues and list probable causes for each issue. Using relevant geographic sources, the student will draw conclusions and propose feasible solutions that are grounded in evidence.	Analyzing	3
6-8.GEO.1.G.A	The student will define and differentiate purpose(s) among maps, graphs, statistics, and geo-spatial technology. The student will also define and differentiate between spatial patterns and trends. The student will create and use maps, graphs, statistics, and geo-spatial technology to determine and assess emerging patterns and/or trends over time. The student will use the identified patterns and/or trends to explain the relationship/topic of study.	Evaluating	3
6-8.GEO.1.G.B	The student will define and differentiate between physical characteristics and human characteristics. The student will also define region, identity, and culture. From a teacher-provided selection of current regions, the student will identify the physical and human characteristics of at least two regions. Given two different time periods, the student will describe cultural aspects of the regions. The student will utilize the listed characteristics to analyze the connection between changing regional identity and culture over the specified time period(s).	Analyzing	4

6-8.GEO.1.EC.A	The student will define cost, benefits, opportunity cost, and fiscal as they apply to economic decision-making. Through a geographic perspective, the student will then identify at least two economic decisions and critique those decisions based upon the positive and negative implications for contemporary society.	Evaluating	3
6-8.GEO.1.PC.A	The student will define and describe material culture, place, and perspective. Then, the student will investigate an example of material culture to interpret a people's point of view. The student will construct an understanding of place for that geographic area. From this, the student will draw conclusions about material culture as it relates to human and physical characteristics.	Analyzing	3
6-8.GEO.1.PC.B	The student will define and differentiate between physical and human characteristics. The student will also define and differentiate between human identities and culture. From teacher-provided regions, the student will select and investigate at least two regions. The student will examine the physical and human characteristics of the selected regions. Then, after the identification of the physical and human characteristics, the student will interpret and summarize how these are related to the human identities and/or culture(s) of each region.	Analyzing	3
6-8.GEO.1.PC.C	The student will define and describe human characteristics, contemporary regions, and historic regions. From teacher-provided options, the student will investigate at least two regions (one historic and one contemporary). The student will focus on two distinct time periods for the investigation. The student will compare and contrast the human characteristics within and across each region over the specified time.	Evaluating	3

Essential Questions:

1. How does geography around the world impact daily lives?
2. How do physical characteristics of places around the world impact the ability to survive and thrive?
3. How do human environmental issues impact the ability to survive and thrive?
4. How do different experiences and expectations around the world shape how people interact?
5. How do economic decisions determine costs and benefits on society?

Enduring Understanding/Big Ideas:

1. Places are unique and different because of their varying climate, topography, plants/animals, and location in connection to resources.
2. Humanity can positively and negatively impact ecosystems. For example: conservation vs. deforestation
3. Humanity has to balance their personal freedoms with responsibility to ecosystems.
4. Engineers in society have the responsibility of creating innovations that cause the least amount of harm to ecosystems.
5. The different experiences and expectations in cultures around the world shape how people act in society.
6. Economies organize the production, distribution, and consumption of a society's goods and services.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• evaluate • analyze	• habitat • culturally immersive • ecosystems • climate • economics

Engaging Scenario - Renew the Zoo

In this interdisciplinary project, learners explore habitats and cultures found around the world with a focus on how they are impacted both positively and negatively. Teams of learners explore characteristics of various countries/continents related to the environment and culture of people. They use the design process to implement what was learned into making the Kansas City Zoo a destination for local patrons and out of town visitors.

Driving Question:

How do we make the Kansas City Zoo a destination for local patrons and out of town visitors?

- As zoologists, how can we more accurately replicate a natural habitat for animals in captivity?
- How do we make the zoo a more culturally immersive experience for patrons?

Engaging Scenario Milestones:

1. How do animals in captivity thrive and stay safe?
2. What contributes to an authentic, safe, and healthy habitat for animals?
3. What does the Kansas City Zoo do to create an authentic, safe, and healthy habitat for animals while making the patrons' experience culturally immersive?
4. How can we improve upon the zoo's habitats to make them more authentic, safe, and healthy?
5. How can we make the zoo a more culturally immersive experience for patrons?
6. How can we best share our ideas with the zoo staff?

National Association of Gifted Children Programming Standards for Teachers:

- NAGC-LEARNING AND DEVELOPMENT.1: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.
- NAGC-ASSESSMENT.2: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.
- NAGC-CURRICULUM PLANNING AND INSTRUCTION.3: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.
- NAGC-LEARNING ENVIRONMENTS.4: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.
- NAGC-PROGRAMMING.5: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.
- NAGC-PROFESSIONAL DEVELOPMENT.6: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

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.