



Park Hill School District

Building Successful Futures • Each Student • Every Day

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.

In order to leverage and grow students' historical thinking skills (i.e., analyzing historical sources and evidence, making historical connections, chronological reasoning, and creating and supporting a historical argument), this course is designed with inquiry as a central driver for every unit of learning.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
13-15 blocks	Foundations of Geography	Topic 1: Fundamentals of Geography Topic 2: Mapping Topic 3: Locating Places
12-14 blocks	Physical Geography	Topic 1: Earth's Physical Features Topic 2: Human Environment Interaction Topic 3: Case Studies
10-12 blocks	Culture	Topic 1: What is Culture? Topic 2: Elements of Cultural Identity

10-12 blocks	Migration	Topic 1: Population Topic 2: Causes of Migration Topic 3: Impacts of Migration
9-10 blocks	Government	Topic 1: Purpose of Government Topic 2: Types of Government Topic 3: Case Studies
9-10 blocks	Globalization	Topic 1: Economic Foundations Topic 2: Causes of Globalization Topic 3: Impacts of Globalization
4 blocks	History, Continuity, and Change	

Curriculum Revisions

February 2023

- Placed new DESE priority and supporting standards within units.
- Developed inquiry-focused unit structures (e.g., compelling questions, supporting questions, etc.).

June 2022

- Pacing changed from “weeks” and “minutes” to “blocks.
- Priority Standards were updated to match DESE Priority Standards
- Scope and Sequence updated.
- Engaging Experiences & Engaging Scenarios were updated to match newly dispersed Priority and Supporting Standards

September 2018

- Pacing changed from “class periods” to “minutes.”

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: 13-15 blocks

Overview of Unit: Students will work on basic map/geography skills as well as determining location of key places on the globe.

Unit 1 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: **How does geography help us better understand the world?**

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for the Unit:

- 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends.

Supporting Standards for the Unit:

- 6-8.GEO.1.G.C Locate the states of the United States and corresponding region.
- 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world.
- 6-8.GEO.1.G.E Locate the major nations of the world.

Priority Standards Unwrapped into Learning Targets:

Priority Standard: 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying

Compelling Question for Unit: How does geography help us better understand the world?

Essential Questions:

1. How do maps affect our understanding of the world?
2. Why are different types of maps used?
3. How do absolute and relative location help us locate places and things?

Enduring Understanding/Big Ideas:

1. Maps have been created differently throughout history based on technology that is available to cartographers.
2. There are many types of maps, and each is designed to show one or more categories of information. All maps show us different information, and we use a different map depending on what we are looking for.
3. 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.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Explain • Locate • Understand • Describe	• Country • Continent • Latitude • Longitude • Prime Meridian • Equator • Compass Rose • Cardinal Directions • Intermediate Directions • Legend/Key • Map Scale • Hemisphere • Coordinate • Map Projection • Distortion • Cartography • Geospatial Technology • Relative Location • Absolute Location

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Title: Geocaching Project

Description: Using a map of the school and geographical skills, students will locate geocache boxes that have been hidden. Students will use relative and absolute location to identify where the geocache box is located.

This Engaging Scenario should help students answer the **Unit Compelling Question:** How does geography help us better understand the world?

Suggested Length of Time: 2 blocks

Topic 1: Fundamentals of Geography

Driving Question: Where are Earth's continents and oceans?

Engaging Experience 1

Title: Mental Mapping Activity

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. 6-8.GEO.1.G.E Locate the major nations of the world.	

Detailed Description/Instructions: Students will start by creating a map of their school from memory. Then, they will compare what they drew to a real map of the school. Then, they will turn the paper over and draw a map of the world from memory. They will try to add as many details as possible. After a few minutes, students will compare their

map of the world to a real map of the world. They will then discuss with a partner and as a class why it is important to have a good, accurate mental map of the world.

Engaging Experience 2

Title: What's Wrong With This Map?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. 6-8.GEO.1.G.E Locate the major nations of the world.	

Detailed Description/Instructions: Students will be given a map of Earth that has multiple deliberate mistakes. They will then work with a partner or small group to identify each of the mistakes on the map and make corrections.

Engaging Experience 3

Title: Yarn Maps

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): ● 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. ● 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. ● 6-8.GEO.1.G.E Locate the major nations of the world.	

Detailed Description/Instructions: In groups, students will be given seven different pieces of yarn of different color and length - one representing each continent. They will then use the yarn to create a map of the seven continents on the ground.

Topic 2: Mapping

Driving Question: Why are different types of maps used?

Engaging Experience 1

Title: Basic Map Skills - Nystrom World

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. 6-8.GEO.1.G.E Locate the major nations of the world.	

Detailed Description/Instructions: Using a physical atlas or Nystrom World online, students will work through interactive activities to develop basic map skills.

Engaging Experience 2

Title: Understanding and Comparing Map Projections

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard:6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): ● 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. ● 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. ● 6-8.GEO.1.G.E Locate the major nations of the world.	

Detailed Description/Instructions: In order to understand how map projections change the size and shape of continents, students will use a variety of tools to observe differences in the way maps look depending on which projection is used. One option for instruction is for the teacher to cut open an inflatable ball or globe (or another round object) to demonstrate how it is mathematically impossible to take something that is “round” and make it “flat” without some distortion. Students will then analyze different map projections using websites like [The True Size Of](#), [Map Projection Comparisons](#), or [ArcGis Resources](#).

Engaging Experience 3

Title: Types of Maps Stations Activity

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): ● 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. ● 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. ● 6-8.GEO.1.G.E Locate the major nations of the world.	

Detailed Description/Instructions: Students will develop an understanding for how maps can be used for different purposes. They will learn to identify the different types of maps (political, physical, historical, thematic, climate, population, road, economic/resource, etc.) and what kind of map to use depending on the information for which they are looking.

Engaging Experience 4

Title: (Inquiry Design Model): Can My Life Fit On a Map?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard:6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): ● 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. ● 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. ● 6-8.GEO.1.G.E Locate the major nations of the world.	

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students will investigate the use of maps and spatial representation exploring how and why we depict the physical world the way we do on maps. The compelling question “Can my life fit on a map?” encourages students to consider our ability to represent real---world places on a map. In doing so, students explore the meaning and purpose of maps, the tools that help us represent places, the purposes of those tools, and how we use those tools to read and make maps.

[Example Resource:](#) **Make grade level appropriate modifications as necessary.*

Topic 3: Locating Places

Driving Question: How do absolute and relative location help us locate places and things?

Engaging Experience 1

Title: \$10,000 Pyramid: Relative Location

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. 6-8.GEO.1.G.E Locate the major nations of the world.	

Engaging Experience 2

Title: Latitude and Longitude Desk Map Practice

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): ● 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. ● 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. ● 6-8.GEO.1.G.E Locate the major nations of the world.	

Detailed Description/Instructions: After learning about latitude, longitude, Equator, and Prime Meridian, students will practice locating these lines on maps using expo markers. They can identify which continents intersect with various example lines.

Engaging Experience 3

Title: Latitude and Longitude Battleship

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard:6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): • 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. • 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. • 6-8.GEO.1.G.E Locate the major nations of the world.	

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.

Engaging Experience 4

Title: (Inquiry Design Model): Where Are We?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard:6-8.GEO.1.G.A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and differentiate purpose(s) among maps and graphs.	1
	Understanding
The student will understand how technology changes the use of maps.	1
	Understanding
The student will use geographic skills to interpret and create maps, graphs, and statistics.	2
	Applying
Supporting Standard(s): ● 6-8.GEO.1.G.C Locate the states of the United States and corresponding regions. ● 6-8.GEO.1.G.D Locate cities of Missouri, the United States, and the world. ● 6-8.GEO.1.G.E Locate the major nations of the world.	

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students should understand that although we can be in different “places”, our impact on Earth is worth considering. The compelling question “Where Are We?” encourages students to explore why and where people live.

Example Resource: **Make grade level appropriate modifications as necessary *Several resources in this lesson could be used in future units to build connections.*

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fundamentals of Geography	Mental Mapping	Students will take part in a variety of mental mapping comparisons to actual maps.	1 block
Fundamentals of Geography	What is Wrong With This Map?	Students will be given maps that have intentional mistakes. Students must identify the mistakes.	1 block
Fundamentals of Geography	Yarn Maps	In groups, students will be given seven different pieces of yarn of different color and length - one representing each continent. They will then use the yarn to create a map of the seven continents on the ground.	1 block
Mapping	Basic Map Skills - Nystrom World	Using a physical atlas or Nystrom World online, students will work through interactive activities to develop basic map skills.	1 block
Mapping	Understanding and Comparing Map Projections	Students will use a variety of tools to observe differences in the way maps look depending on which projection is used.	1 block
Mapping	Types of Maps Stations Activity	Students will develop an understanding for how different maps can be used for different purposes.	1 block

Locating Places	\$10,000 Pyramid: Relative Location	Students will play the relative location version of the \$10,000 pyramid game.	½ block
Locating Places	Latitude and Longitude Desk Map Practice	Students will practice locating these lines on maps using expo markers.	1 block
Locating Places	Latitude and Longitude Battleship	Students will play a latitude and longitude version of Battleship.	½ block
Locating Places	Where Are We?	Using materials from C3 Teachers, Inquiry Design Model, students should understand that although we can be in different “places”, our impact on Earth is worth considering.	

Unit 2: Physical Geography

Subject: Social Studies

Grade: 7

Name of Unit: Physical Geography

Length of Unit: 12-14 blocks

Overview of Unit: Students will learn about Earth's physical features such as landforms and how forces of nature created many of them. They will also learn about how forces of nature require humans to modify, adapt, or depend on their environment. Students will learn about climate regions, biomes, and ecosystems around the world, the impact of the environment on people, and humanity's impacts on the environment.

Unit 2 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: **How do people interact with the physical environment?**

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for the Unit:

- 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.

Supporting Standards for the Unit:

- 6-8.GEO.2.G.A Describe how physical processes shape the environment of a place.
- 6-8.GEO.2.G.B Describe a variety of ecosystems and explain where they may be found.
- 6-8.GEO.2.G.C Explain how human-environmental interactions shape people and places.
- 6-8.GEO.1.G.F Locate the major landforms of the world.
- 6-8.GEO.2.CC.B Explain how forces of nature impact historic and current conflicts and cooperation.

Priority Standards Unwrapped into Learning Targets:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing

Compelling Question for Unit: How do people interact with the physical environment?

Essential Questions:

1. How do physical features impact people?
2. How do forces of nature affect humans?
3. How do humans affect forces of nature?
4. How and why do humans modify, adapt, and depend on their environment?

Enduring Understanding/Big Ideas:

1. The location of different landforms around the world have influenced the settlements of people. For example: large cities built on bodies of water; low population in deserts; climate-related settlement.
2. Forces of nature can affect humans positively or negatively. For example: rivers provide irrigation for agriculture; natural disasters.
3. Humans can affect forces of nature positively or negatively. For example: conservation; deforestation and pollution.
4. Human-environment interaction is the relationship between the natural environment and human beings. We affect our environment, and our environment affects us. Landforms, bodies of water, plant and animal life, climate and elevation are parts of the natural environment that can both help and challenge us.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• describe • explain • identify • cause and effect • impact	• Topography • Landform • Plate tectonics • Natural forces • Climate regions / climate zone • Biome • Ecosystem • Human-Environment Interaction • Environment • Modify • Adapt • Climate • Ecosystem • Biome • Deforestation • pollution

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Title: National Parks Environmental Action Plan

Description: You are an environmental lobbyist responsible for creating an environmental action plan to solve an environmental problem that one of America's National Parks is facing today. You will need to research a National Park to demonstrate your understanding of its physical geography, natural forces, and problems the park is working to solve. You will then use your research, data, and problem-solving skills to create a proposed action plan to help solve an issue in the National Park.

[National Parks website and resources.](#)

This Engaging Scenario should help students answer the **Unit Compelling Question:** How do people interact with the physical environment?

Suggested Length of Time: 2-3 blocks

Topic 1: Earth's Physical Features

Driving Question: How do physical features impact people?

Engaging Experience 1

Title: Landform Playdough

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.G.A Describe how physical processes shape the environment of a place.	

Detailed Description/Instructions: After students learn about a variety of landforms, students will create 2-3 landforms using Playdough in groups. Then, students will do a gallery walk to try to identify each of the landforms created by their peers.

Engaging Experience 2

Title: Landform Virtual Field Trip

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): ● 6-8.GEO.2.G.A Describe how physical processes shape the environment of a place. ● 6-8.GEO.1.G.F Locate the major landforms of the world.	

Detailed Description/Instructions: Students will explore Earth's major landforms through a Google Earth virtual 3D tour. Google Earth will transport students to some of Earth's most notable landforms to explore the area and features.

Engaging Experience 3

Title: Landform Map Project

Suggested Length of Time: 3 blocks

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.G.A Describe how physical processes shape the environment of a place.	

Detailed Description/Instructions: Students will create their own map or “world”, which will illustrate the landforms discussed in class. The map or “world” can use any theme, as long as the landforms are used as part of the map. Students will explain how their illustration is an accurate representation of each landform. For example, on an “ice cream cone” theme:

- MOUNTAIN: My Hershey's kisses are like mountains because they are tall, pointed areas.
- BUTTE: I made individual sprinkles sticking out of my ice cream cone stand up like buttes.
- WATERFALL: I created a chocolate waterfall going off the side of my ice cream cone because the chocolate is dripping off the side down into a lake.
- LAKE: My chocolate waterfall pools in a lake below.

Engaging Experience 4

Title: Natural Disaster Simulation

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.CC.B Explain how forces of nature impact historic and current conflicts and cooperation	

Detailed Description/Instructions: Students will group up to act as city planners for a fictional city. They will be given a map of The United States and be asked to place their city anywhere on the map. Where they place their city will place them in a region of The United States and the region will determine what happens to their city in the course of the simulation. Students will be presented with natural disasters and have to make predictions about what steps their city will need to take in order to be prepared.

Resources: [Slideshow \(Canva\)](#), [Teacher Script](#), [Student Handout \(1 per group\)](#)

Engaging Experience 5**Title:** Disney Biomes & Climate Regions**Suggested Length of Time:** 1 block**Standards Addressed:**

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.G.B Describe a variety of ecosystems and explain where they may be found.	

Detailed Description/Instructions: Students will watch a short clip from various Disney/Pixar movies. They will observe the weather conditions, climate, and the surrounding vegetation in each movie to determine which biome and what type of climate they think the movie is depicting. [A sample can be found here.](#)

Topic 2: Human Environment Interaction

Driving Question: How and why do humans modify, adapt, and depend on their environment?

Engaging Experience 1

Title: The Lorax

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.G.C Explain how human-environmental interactions shape people and places.	

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. An extension of this could be a Socratic Seminar about deforestation.

Engaging Experience 2

Title: Human Environment Interaction Picture Gallery

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.G.C Explain how human-environmental interactions shape people and places.	

Detailed Description/Instructions: Students will observe various pictures of human-environment interactions. They will analyze whether the photo represents an adaptation to the natural environment, a permanent and irreversible modification of the environment, or a way humans depend on the environment. They will then discuss with a small group or partner.

Engaging Experience 3

Title: How Do We Shape Our Environment?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.G.C Explain how human-environmental interactions shape people and places.	

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students will explore how communities develop and sustain themselves by examining the positive and negative impacts of development on community environments. The compelling question “How Do We Shape Our Environment” encourages students to consider that communities grow and change over time.

[Example Resource:](#) **Make grade level appropriate modifications as necessary.*

Helpful Resource: [Heartland Conservation Alliance](#); [Missouri Department of Conservation](#)

Topic 3: Case Studies

Driving Question: What contemporary environmental issues are people working to solve?

Engaging Experience 1

Title: Current Event Reading

Suggested Length of Time: ½ Block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.CC.B Explain how forces of nature impact historic and current conflicts and cooperation.	

Detailed Description/Instructions: Using Junior Scholastic or Newsela, students will read about a climate/environment related issue happening in the world. Students will answer reflection questions and participate in a class discussion on the causes, effects, and solutions to the issues.

Engaging Experience 2

Title: (Inquiry Design Model) Modern Environmental Picture Inquiry

Suggested Length of Time: ½ Block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.CC.B Explain how forces of nature impact historic and current conflicts and cooperation.	

Detailed Description/Instructions: Using [images of modern environmental interactions](#), students will use the See, Think, Wonder process to analyze and draw conclusions about what they are viewing. The compelling question “How Do People Interact With The Physical Environment?”, encourages students to consider various ways humans have positively and negatively impacted the environment.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Earth's Physical Features	Playdough	After students learn about a variety of landforms, students will create 2-3 landforms using Playdough in groups. Then, students will do a gallery walk to try to identify each of the landforms created by their peers.	½ block
Earth's Physical Features	Landform Virtual Field Trip	Students will explore Earth's major landforms through a Google Earth virtual 3D tour. Google Earth will transport students to some of Earth's most notable landforms to explore the area and features.	1 block
Earth's Physical Features	Landform Map Project	Students will create their own themed map or "world", which will illustrate the landforms discussed in class.	3 blocks
Earth's Physical Features	Natural Disaster Simulation	Students act as city planners and have to problem solve when regional natural disasters affect their city.	1 block
Earth's Physical Features	Disney Biomes & Climate Regions	Students will watch a short clip from various Disney/Pixar movies making observations and comparisons about the climates and biomes present.	1 block

Human Environment Interaction	The Lorax	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. An extension of this could be a Socratic Seminar about deforestation.	1 block
Human Environment Interaction	Human Environment Interaction Picture Gallery	Students will observe and analyze various pictures of human-environment interactions.	1 block
Human Environment Interaction	How Do We Shape Our Environment?	The compelling question “How Do We Shape Our Environment” encourages students to consider that communities grow and change over time.	1 block
Case Studies	Current Event Reading	Using Junior Scholastic or Newsela, students will read about a climate/environment related issue happening in the world and participate in a class discussion.	½ block

Unit 3: Culture

Subject: Social Studies

Grade: 7

Name of Unit: Culture

Length of Unit: 10-12 blocks

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

Unit 3 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: **How does cultural identity shape how people view the world?**

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for the Unit:

- 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 are connected 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.

Supporting Standards for the Unit:

- 6-8.GEO.2.PC.A Compare and contrast the human characteristics within and among regions.
- 6-8.GEO.2.PC.B Explain how groups and institutions of a place develop to meet peoples' needs.
- 6-8.GEO.2.PC.C Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions.
- 6-8.GEO.2.PC.D Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures.
- 6-8.GEO.2.PC.E Describe how a peoples' culture is expressed through their art, architecture and literature.

Priority Standards Unwrapped into Learning Targets:

Priority Standard: 6-8.GEO.1.PC.A Analyze material culture to explain a people's perspective and use of place.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will define and describe material culture, place, and perspective.	1
	Understanding

Priority Standard: 6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will examine the elements of culture across regions.	2
	Understanding
The student will interpret and summarize how the elements of culture are related to the human identities and/or cultures of the world.	3
	Analyzing

Priority Standard: 6-8.GEO.1.PC.C Compare and contrast the human characteristics within and among contemporary and historic regions over time.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will compare and contrast the elements of culture within and across each region.	2
	Analyzing

Compelling Question for Unit: How does cultural identity shape how people view the world?

Essential Questions:

1. How are people/groups different?
2. How does a person's geographic location impact their cultural identity?
3. How does a person's culture affect their behavior, belief systems, norms, traditions, customs, and aspects of daily life?
4. How does culture change over time, and how does it spread from one culture to another?

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. Geographic location impacts culture because all geographic areas of the world contain groups of people who share similar cultural characteristics.
3. Different cultures have different experiences and expectations, and these shape how people act in society.
4. Sometimes, large groups of people who share a culture move to a new place, which is called migration. The culture they bring with them gets incorporated into their new local culture. The spread of elements of one culture into another culture is called cultural diffusion. Technology has also created a more interconnected world where culture can spread quickly.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Explain • Analyze • Identify	• Culture • Region • Multiculturalism • Traditions • Customs • Ethnicity • diversity • Perception • Bias • Cultural diffusion • Cultural divergence • Collectivist culture • Individualistic culture

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Title: Culture Research Project

Description: Students will research a culture and analyze how the elements of culture are represented within that group of people. They will showcase their learning through one of a variety of options.

Examples:

- Amazing Race Project
- ABC Culture Book
- Recipe Book
- Epcot / Theme Park

This Engaging Scenario should help students answer the **Unit Compelling Question:** How does cultural identity shape how people view the world?

Suggested Length of Time: 3-4 blocks

Topic 1: What is Culture?

Driving Question: How are people and groups different?

Engaging Experience 1

Title: Culture Introduction Through Discussion

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will examine the elements of culture across regions.	2
	Understanding
The student will interpret and summarize how the elements of culture are related to the human identities and/or cultures of the world.	3
	Analyzing
Supporting Standard(s): 6-8.GEO.2.PC.A Compare and contrast the human characteristics within and among regions.	

Detailed Description/Instructions: Using an inquiry lens, students will participate in an interactive discussion activity to start thinking about what culture is and how culture is different throughout the world. Students will imagine their lives as students in various parts of the world and reflect on how their life might be different.

Engaging Experience 2

Title: Cultural Iceberg

Suggested Length of Time: 2 blocks

Standards Addressed:

Priority Standard: 6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will examine the elements of culture across regions.	2
	Understanding
The student will interpret and summarize how the elements of culture are related to the human identities and/or cultures of the world.	3
	Analyzing
Supporting Standard(s): 6-8.GEO.2.PC.A Compare and contrast the human characteristics within and among regions.	

Detailed Description/Instructions: Students will create an iceberg as a representation of their own culture, including aspects of surface culture, shallow culture, and deep culture. When we see an iceberg, the portion which is visible above water is, in reality, only a small piece of a much larger whole, similar to human culture. Students will use an iceberg as a metaphor for sharing about their own culture.

Engaging Experience 3

Title: How Does Our Culture Make Us Similar and Different?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.B Analyze current human environmental issues using relevant geographic sources to propose solutions.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the characteristics of the physical environment.	1
	Understanding
The student will analyze a current environmental issue and propose possible solutions.	4
	Analyzing
Supporting Standard(s): 6-8.GEO.2.G.C Explain how human-environmental interactions shape people and places.	

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students will explore people and their similarities and differences. Students examine diverse cultures and histories around the globe. The compelling question “How Does Our Culture Make Us Similar and Different” encourages students to consider that we have both shared and unique cultural characteristics.

[Example Resource](#): **Make grade level appropriate modifications as necessary.*

Topic 2: Elements of Cultural Identity

Driving Question: How does a person's culture affect their behavior, belief systems, norms, traditions, customs, and aspects of daily life?

Engaging Experience 1

Title: What's in a Name? Sports Team Names and Culture

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will examine the elements of culture across regions.	2
	Understanding
The student will interpret and summarize how the elements of culture are related to the human identities and/or cultures of the world.	3
	Analyzing
Supporting Standard(s): 6-8.GEO.2.PC.A Compare and contrast the human characteristics within and among regions.	

Detailed Description/Instructions: Students will be shown a slideshow of sports team names. Students will identify the city and team name and read descriptions of the origins of the cultural history behind those names. Students will then research other team names and will explain the cultural meaning behind each one and how it relates to the geographic location of that place.

Engaging Experience 2

Title: The Hungry Planet

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.PC.C Compare and contrast the human characteristics within and among contemporary and historic regions over time.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will compare and contrast the elements of culture within and across each region.	2
	Analyzing
Supporting Standard(s): 6-8.GEO.2.PC.A Compare and contrast the human characteristics within and among regions.	

Detailed Description/Instructions: Students will investigate photos from the book *The Hungry Planet* by Peter Menzel and the book *What the World Eats* by Faith D'Aluisio. They will make observations about how what humans eat often demonstrates many aspects of their culture and lifestyle. Some people's diets are healthier than others, some more processed, and some simply have more to eat than others. Students will investigate photos and use them to understand more about people's homes and communities throughout the world. This can also lend itself to a discussion about access to various resources.

Engaging Experience 3

Title: How Language Shapes the Way We Think

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will examine the elements of culture across regions.	2
	Understanding
The student will interpret and summarize how the elements of culture are related to the human identities and/or cultures of the world.	3
	Analyzing
Supporting Standard(s): 6-8.GEO.2.PC.A Compare and contrast the human characteristics within and among regions.	

Detailed Description/Instructions: Students will watch a Ted Talk called "[How Language Shapes the Way We Think](#)" by Lera Boroditsky. This Ted Talk gives students a background on how people from different geographic regions and with different native languages think differently and how this affects other aspects of their lives. Students will discuss as a class or independently via a discussion board.

Engaging Experience 4

Title: Religion Hexagonal Thinking

Suggested Length of Time:

Standards Addressed:

Priority Standard: 6-8.GEO.2.PC.A Compare and contrast the human characteristics within and among regions.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will examine the elements of culture across regions.	2
	Understanding
The student will interpret and summarize how the elements of culture are related to the human identities and/or cultures of the world.	3
	Analyzing
Supporting Standard(s): 6-8.GEO.2.PC.A Compare and contrast the human characteristics within and among regions.	

Detailed Description/Instructions: Hexagonal Thinking is a critical thinking strategy where students find connections between different terms and concepts. Students will each be assigned one vocabulary word pertaining to the five major world religions. They will add the term, definition, a visual, which religion(s) it is associated with, and facts about the term. Students will then cut their hexagon out and work together with a small group to fit all of the pieces together.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
What is Culture?	Culture Introduction Through Discussion	Students will participate in an interactive discussion activity through Pear Deck to start thinking about what culture is and how culture is different throughout the world. Students will imagine their lives as students in various parts of the world and reflect on how their life might be different.	1 block
What is Culture?	Cultural Iceberg	Students will create an iceberg as a representation of their own culture, including aspects of surface culture, shallow culture, and deep culture.	2 blocks
What is Culture?	How does our culture make us similar and different?	The compelling question “How Does Our Culture Make Us Similar and Different” encourages students to consider that we have both shared and unique cultural characteristics.	1 block
Elements of Cultural Identity	What’s In a Name? Sports Team Names & Culture	Students will be shown a slideshow of sports team names. Students will identify the city and team name and read descriptions of the origins of the cultural history behind those names. Students will then research other team names and will explain the cultural meaning behind each one and how it relates to the geographic location of that place.	1 block

Elements of Cultural Identity	The Hungry Planet	Students will investigate photos from two books and make observations about how what humans eat often demonstrates many aspects of their culture and lifestyle.	1 block
Elements of Cultural Identity	Language Shapes the Way We Think	Students will watch a Ted Talk and make observations on how people from different geographic regions and with different native languages think differently and how this affects other aspects of their lives.	1 block
Elements of Cultural Identity	Religion Hexagonal Thinking	Students will use Hexagonal Thinking connections between different terms and concepts related to major world religions.	1 block

Unit 4: Migration

Subject: Social Studies

Grade: 7

Name of Unit: Migration

Length of Unit: 10-12 blocks

Overview of Unit: Students will better understand where people live and why people move from place to place.

Unit 3 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: **Where and why do people move?**

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for the Unit:

- 6-8.GEO.1.G.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.
- 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.

Supporting Standards for the Unit:

- 6-8.GEO.2.CC.A Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of a place.
- 6-8.GEO.2.CC.C Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- 6-8.GEO.2.CC.D Debate the development of and issues surrounding modern border disputes.

Priority Standards Unwrapped into Learning Targets:

Priority Standard: 6-8.GEO.1.G.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain push and pull factors.	1
	Understanding
The student will analyze how push and pull factors impact human characteristics of world regions.	2
	Analyzing

Priority Standard: 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.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate geographic questions.	3
	Evaluating

Compelling Question for Unit: Where and why do people move?

Essential Questions:

1. In what parts of the world do large populations of people live?
2. 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:

Academic Cross-Curricular Words	Content/Domain Specific
• Predict • Explain • Interpret • Describe • Identify • Barrier	• developed country • developing country • population density • death rate • birth rate • population growth • migration • emigration • immigration • internal migration • international migration • migrants • refugees • asylum • naturalization • citizenship • visa • green card • push factors • pull factors • net migration • urbanization

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Title: House Hunters International Project

Description: You are an international real estate agent and you have been hired by your client(s) to help them relocate to a new long-term home. You will be given their list of criteria that you must meet in order to pick the perfect location for them. You will use your understanding of physical/human characteristics as well as push/pull factors to help you complete your research and develop your presentation of 4 potential international cities for your client(s).

This Engaging Scenario should help students answer the **Unit Compelling Question:** Where and why do people move?

Suggested Length of Time: 3-4 blocks

Topic 1: Population

Supporting Question: How is Earth's population distributed?

Engaging Experience 1

Title: Population Density Practice

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain push and pull factors.	1
	Understanding
The student will analyze how push and pull factors impact human characteristics of world regions.	2
	Analyzing
Supporting Standard(s): 6-8.GEO.2.CC.C Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and 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.

Engaging Experience 2

Title: How should South Asia respond to a growing population?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain push and pull factors.	1
	Understanding
The student will analyze how push and pull factors impact human characteristics of world regions.	2
	Analyzing
Supporting Standard(s): 6-8.GEO.2.CC.C Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.	

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students will investigate the compelling question “how should south Asia respond to a growing population?”, students will evaluate the best solutions for accommodating a growing population.

[Example Resource:](#) **Make grade level appropriate modifications as necessary.*

Topic 2: Causes of Migration

Supporting Question: How and why do people move?

Engaging Experience 1

Title: Migration Narratives

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain push and pull factors.	1
	Understanding
The student will analyze how push and pull factors impact human characteristics of world regions.	2
	Analyzing
Supporting Standard(s): 6-8.GEO.2.CC.C Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. 6-8.GEO.2.CC.A Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of a place.	

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.

Engaging Experience 2

Title: Immigration Hall of Fame

Suggested Length of Time: 2 blocks

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain push and pull factors.	1
	Understanding
The student will analyze how push and pull factors impact human characteristics of world regions.	2
	Analyzing
Supporting Standard(s): 6-8.GEO.2.CC.C Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.	

Detailed Description/Instructions: Students will choose a U.S. immigrant from past or present and will do biographical research on the immigrant. Students will need to include the push and pull factors of the immigrant's experience, achievements of the immigrant, and a timeline of major life events.

Engaging Experience 3

Title: Is America the “Promised Land” for the world’s immigrants?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.G.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.	
Learning Targets	Webb’s DOK Level
	Bloom’s Level
The student will identify and explain push and pull factors.	1
	Understanding
The student will analyze how push and pull factors impact human characteristics of world regions.	2
	Analyzing
Supporting Standard(s): • 6-8.GEO.2.CC.C Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.	

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students will evaluate the motivating factors and deterrents for immigration to the United States both in the past and the present. The compelling question “Is America the Promised Land for the World’s Immigrants” helps students build on knowledge and skills through the course of the inquiry and allows students to recognize the push and pull factors for immigrants throughout our history.

[Example Resource:](#) **Make grade level appropriate modifications as necessary.*

Topic 3: Impacts of Migration

Supporting Question: What are the impacts of migration at the local, national, and international levels?

Engaging Experience 1

Title: Current Event Case Study

Suggested Length of Time: 2 blocks

Standards Addressed:

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate geographic questions.	3
	Evaluating

Supporting Standard(s):

- 6-8.GEO.2.CC.D Debate the development of and issues surrounding modern border disputes.

Detailed Description/Instructions: Students will read two different current event articles from Junior Scholastic or Newsela about migration of humans from one place to another. They will compare and contrast two different issues from different parts of the world to understand push and pull factors that impact immigration on a global scale.

Engaging Experience 2

Title: Refugee Simulation

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate geographic questions.	3
	Evaluating

Supporting Standard(s):

- 6-8.GEO.2.CC.C Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- 6-8.GEO.2.CC.D Debate the development of and issues surrounding modern border disputes.

Detailed Description/Instructions: Students will be given a scenario in which they will role play as refugees. Students will simulate gathering their belongings, fleeing their home, and experiencing barriers to seeking safety. Students will answer reflection questions and participate in a class discussion to conclude the activity.

Engaging Experience 3

Title: People and the Planet

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate geographic questions.	3
	Evaluating

Supporting Standard(s):

- 6-8.GEO.2.CC.C Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- 6-8.GEO.2.CC.D Debate the development of and issues surrounding modern border disputes.

Detailed Description/Instructions: Using the Inquiry Design Model, students will hypothesize cause and effect relationships between human population growth, increasing greenhouse gas emissions, temperature rise, land ice melt, and sea level rise. The compelling question “Is there a connection between population growth and environmental consequences?”.

[Example Resource:](#) **Make grade level appropriate modifications as necessary.*

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Population	Population Density Practice	Students will apply and practice calculating population density by determining the population density of common areas around the building.	1 block
Population	How should South Asia respond to a growing population?	Using materials from C3 Teachers, Inquiry Design Model, students will investigate the compelling question “how should south Asia respond to a growing population?”, students will evaluate the best solutions for accommodating a growing population.	1 block
Causes of Migration	Migration Narratives	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.	1 block
Causes of Migration	Immigration Hall of Fame	Students will choose a U.S. immigrant from past or present and will do biographical research on the immigrant.	2 blocks

Causes of Migration	Is America the Promised Land for the World's Immigrants?	The compelling question "Is America the Promised Land for the World's Immigrants" helps students build on knowledge and skills through the course of the inquiry and allows students to recognize the push and pull factors for immigrants throughout our history.	1 block
Impacts of Migration	Current Event Case Study	Students will read two different current event articles from Junior Scholastic or Newsela about migration of humans from one place to another. They will compare and contrast two different issues from different parts of the world to understand push and pull factors that impact immigration on a global scale.	2 blocks
Impacts of Migration	Refugee Simulation	Students will be given a scenario in which they will role play as refugees and reflect on the process/experience.	1 block
Impacts of Migration	People and the Planet	Using the Inquiry Design Model, students will hypothesize cause and effect relationships between human population growth, increasing greenhouse gas emissions, temperature rise, land ice melt, and sea level rise.	1 block

Unit 5: Government

Subject: Social Studies

Grade: 7

Name of Unit: Government

Length of Unit: 9-10 blocks

Overview of Unit: Students will learn about the purpose of government and laws, various governments around the world, and how these different governments compare to one another.

Unit 5 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: **Why do governments exist and how do they differ?**

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for the Unit:

- 6-8.GEO.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.

Supporting Standards for the Unit:

- 6-8.GEO.2.GS.A Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.
- 6-8.GEO.2.GS.B Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.

Priority Standards Unwrapped into Learning Targets:

Priority Standard: 6-8.GEO.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern governmental systems.	1
	Understanding
The student will compare and contrast modern governmental systems.	2
	Analyzing
The student will cite evidence to draw conclusions as to how governmental systems impact individuals and groups.	3
	Evaluating

Compelling Question for Unit: Why do governments exist and how do they differ?

Essential Questions:

1. What is the purpose of government systems?
2. What role should the government have in citizens' lives?
3. How and why do governments differ throughout the world?
4. What are the most common forms of government throughout the world and what are some modern examples?
5. How do government systems impact societies around the world?

Enduring Understanding/Big Ideas:

1. Governments provide the parameters for everyday citizens, protect them from outside interference, and often provide for their well-being and happiness.
2. The role of government varies depending on historical conflicts/events and many other factors.
3. Governments can be both limited and unlimited and can have mixed characteristics of many different types of government (democracy, oligarchy, monarchy, theocracy, dictatorship)

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• identify • explain • compare • contrast • majority • minority • citizenship • duty • responsibility	• unlimited government • limited government • rule of law • consent of the governed • minority rights • majority rules • separation of powers • constitution • liberty • natural rights / inalienable rights • representative democracy • direct democracy • dictatorship • oligarchy • absolute monarchy • constitutional monarchy • theocracy • anarchy

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Title: Government Tiny Podcast

Description: Using the skills of a podcaster, including researching, investigating, script-writing, recording, editing, and publishing - students will create a tiny podcast episode about a government case-study past or present.

This Engaging Scenario should help students answer the **Unit Compelling Question:** Why do governments exist and how do they differ?

Suggested Length of Time: 3 blocks

Topic 1: The Purpose of Government

Supporting Questions: Why do societies need rules? What role should the government have in citizens' lives?

Engaging Experience 1

Title: Deserted Island Simulation

Suggested Length of Time: ½ Block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern governmental systems.	1
	Understanding
The student will compare and contrast modern governmental systems.	2
	Analyzing
The student will cite evidence to draw conclusions as to how governmental systems impact individuals and groups.	3
	Evaluating
Supporting Standard(s): 6-8.GEO.2.GS.A 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 will imagine they are the survivors of a plane crash. They are on a deserted, tropical island somewhere in the South Pacific and

there is no sign of help or rescue. As a group they will determine their stances on important issues/laws to be created, whether a leader should be selected/elected, and the process for selection of leader and/or laws. A discussion will follow about what was challenging and successful.

Engaging Experience 2

Title: Leadership & Government

Suggested Length of Time: 1 Block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern governmental systems.	1
	Understanding
The student will compare and contrast modern governmental systems.	2
	Analyzing
The student will cite evidence to draw conclusions as to how governmental systems impact individuals and groups.	3
	Evaluating
Supporting Standard(s): 6-8.GEO.2.GS.A 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: Using materials from C3 Teachers, Inquiry Design Model, students will examine how the fundamental principles of government vary in different world communities with diverse political systems. In uncovering the idea that the role of citizens varies in governments around the world, students answer the compelling question “does it matter how leaders are chosen?”.

[Example Resource:](#) **Make grade level appropriate modifications as necessary.*

Topic 2: Types of Government

Supporting Question: How and why do governments differ throughout the world?

Engaging Experience 1

Title: Limited vs. Unlimited Government One-Pager

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern governmental systems.	1
	Understanding
The student will compare and contrast modern governmental systems.	2
	Analyzing
The student will cite evidence to draw conclusions as to how governmental systems impact individuals and groups.	3
	Evaluating

Supporting Standard(s):

- 6-8.GEO.2.GS.A 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 will create a one-pager to demonstrate the difference between limited government and unlimited government. They will

incorporate concepts such as the rule of law, consent of the governed, minority rights, majority rules, and the separation of powers. The purpose is for students to demonstrate their understanding of what makes a government “limited” in its power versus “unlimited” in its power.

Engaging Experience 2

Title: Gummy Bear Government

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern governmental systems.	1
	Understanding
The student will compare and contrast modern governmental systems.	2
	Analyzing
The student will cite evidence to draw conclusions as to how governmental systems impact individuals and groups.	3
	Evaluating
Supporting Standard(s): 6-8.GEO.2.GS.A 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 will create several scenes (using gummy bears and props) to demonstrate each of the different types of government visually. It will be up to them to arrange the gummy bears in a way that accurately represents the key aspects of each of the types of government.

Engaging Experience 3

Title: Government Tower Building Simulation

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern governmental systems.	1
	Understanding
The student will compare and contrast modern governmental systems.	2
	Analyzing
The student will cite evidence to draw conclusions as to how governmental systems impact individuals and groups.	3
	Evaluating
Supporting Standard(s): 6-8.GEO.2.GS.A 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: Using only the supplies listed on the instruction sheet (5 pieces of paper, 3 pieces of tape- 3” long each, and 1 pair of scissors), students will build the tallest tower possible. However, for each round students will build the tower based on a certain type of government- the whole class will demonstrate the same type at the same time. For each round groups will be given task cards that say their role in that government and what they should do while the simulation is occurring. Students will see how each type of government functions. After each round, students will reflect on the biggest successes and problems of their “government”.

Topic 3: Case Studies

Supporting Questions: How do government systems impact societies around the world?

Engaging Experience 1

Title: Government Case Study

Suggested Length of Time: 3 blocks

Standards Addressed:

Priority Standard: 6-8.GEO.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern governmental systems.	1
	Understanding
The student will compare and contrast modern governmental systems.	2
	Analyzing
The student will cite evidence to draw conclusions as to how governmental systems impact individuals and groups.	3
	Evaluating
Supporting Standard(s): 6-8.GEO.2.GS.B 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 use Newsela or Junior Scholastic to read about a variety of government systems that are used by different countries across the globe. Students will compare and contrast the laws of the governments and how they impact the daily lives of the citizens.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Purpose of Government	Deserted Island Simulation	Students will imagine they are the survivors of a plane crash. As a group they will determine their stances on important issues/laws to be created, whether a leader should be selected/elected, and the process for selection of leader and/or laws.	½ block
The Purpose of Government	Leadership and Government	In uncovering the idea that the role of citizens varies in governments around the world, students answer the compelling question, “Does it matter how leaders are chosen?”.	1 block
Types of Government	Limited vs Unlimited Government One-Pager	Students will create a one-pager to demonstrate the difference between limited government and unlimited government.	1 block

Types of Government	Gummy Bear Government	Students will create several scenes to demonstrate each of the different types of government visually using gummy bears in a way that accurately represents the key aspects of each of the types of government.	1 block
Types of Government	Government Tower Building Simulation	Using provided supplies, students will build the tallest tower possible based on a certain type of government. At the end students will reflect on successes and problems of the various government types.	1 block
Case Studies	Government Case Studies	Students will use Newsela or Junior Scholastic to read, compare, and contrast about a variety of government systems that are used by different countries across the globe.	3 blocks

Unit 6: Globalization

Subject: Social Studies

Grade: 7

Name of Unit: Globalization

Length of Unit: 9-10 blocks

Overview of Unit: Students will use knowledge on economics and personal research to gain a better understanding of the causes and impacts of globalization.

Unit 6 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: **Why do people rely on one another to access resources?**

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for the Unit:

- 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

Supporting Standards for the Unit:

- 6-8.GEO.2.EC.A Analyze resource availability to explain its causes and impacts on conflict or cooperation.
- 6-8.GEO.2.EC.B Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.
- 6-8.GEO.2.EC.C Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.
- 6-8.GEO.2.EC.D Analyze economic systems to explain their impact on peoples' behavior and choices.
- 6-8.GEO.2.G.D Explain how the movement of people, goods, and ideas impact world regions.

Priority Standards Unwrapped into Learning Targets:

Priority Standard:6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating

Compelling Question for Unit: Why do people rely on one another to access resources?

Essential Questions:

1. How do different economic systems play a role in globalization?
2. How have technology and culture led to globalization?

Enduring Understanding/Big Ideas:

1. There are many characteristics of an economic system, including:
 - a. supply and demand
 - b. currencies
 - c. resource distribution
 - d. production
 - e. investments
 - f. GDP
 - g. Inflation
2. Globalization is the interconnectedness of global economies and cultures. There are both positive and negative impacts of globalization, depending on the geographic location:

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.

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.
3. Technology has allowed the world to become more interconnected.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Identify • Explain • Understand • Apply	• globalization • developed country • developing country • Gross Domestic Product (GDP) • productivity • inflation • profit • imports • exports • tariffs • inflation • subsidies • sanctions • investment • traditional economy • command economy • mixed economy • capitalism • communism • renewable resource • nonrenewable resource • sustainability

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Title: The Globalization Commission

Description: Junior Scholastic is creating a 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. Junior Scholastic 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.

This Engaging Scenario should help students answer the **Unit Compelling Question:** Why do people rely on one another to access resources?

Suggested Length of Time: 2 blocks

Topic 1: Economic Foundations

Supporting Question: What are the characteristics of different economic systems?

Engaging Experience 1

Title: Airplane Contest

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard: 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating
Supporting Standard(s): 6-8.GEO.2.EC.D Analyze economic systems to explain their impact on peoples' behavior and choices.	

Detailed Description/Instructions: The day after students learn about types of economies, start class by introducing an airplane contest. Divide the class into two teams. The team with the most airplanes through the hula hoop at the end of 5 minutes wins. The teams will be given a specific type of airplane to fold and will be assigned roles (airplane folder, inspector, thrower, etc.). Without each team knowing, determine one team as a command economy and one team as a market economy. For the command economy, determine their roles for them and ensure that they are following the very specific and challenging airplane directions. For the market economy, let them pick and change jobs. Let them make whatever airplane they want. Do not let the other team know what is happening. After they make the airplanes, have students come to

the front to throw their airplanes. Students will be confused when they see the other group's airplanes which will then lead into a discussion about which type of economy they were, unknowingly, representing and how that connects to societies around the world.

Engaging Experience 2

Title: The Earth is Not For Sale (Reader's Theater)

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating
Supporting Standard(s): 6-8.GEO.2.EC.B Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.	

Detailed Description/Instructions: Students will read a reader's theater script on globalization and the positive and negative impacts of global trade. Students will then answer questions and complete a summary stating arguments for and against globalization.

Engaging Experience 3

Title: Bead Simulation

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating
Supporting Standard(s): 6-8.GEO.2.EC.D Analyze economic systems to explain their impact on peoples' behavior and choices.	

Detailed Description/Instructions: Students work in groups to participate in the three basic economic systems (market, command, and traditional) to create bracelets, necklaces, and rings. Students will work through each economic system as a class. Students will be given materials and directions for each type of economic system (i.e. how to determine roles, what items to make, how to make the most money or if that is even the main objective). A reflection about the positives and negatives of each type of economic system will follow.

[Resource](#)

Engaging Experience 4

Title: Needs and Wants

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating
Supporting Standard(s): 6-8.GEO.2.EC.D Analyze economic systems to explain their impact on peoples' behavior and choices.	

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students will examine the choices people must make when faced with potential limitations. By brainstorming examples of wants and needs and discussing examples of goods and services, students will answer the compelling question “can we get everything we need and want?”.

[Example Resource:](#) **Make grade level appropriate modifications as necessary.*

Topic 2: Causes of Globalization

Supporting Question: How are resources distributed and used around the world?

Engaging Experience 1

Title: The Trading Game

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating
Supporting Standard(s): 6-8.GEO.2.EC.A Analyze resource availability to explain its causes and impacts on conflict or cooperation.	

Detailed Description/Instructions: Students will be grouped into 5 groups. Each group is assigned a country (United Kingdom, China, Colombia, Saudi Arabia, and Ghana). Groups will randomly select a set amount of resources that their country will start with (countries have different amounts and are limited in what is available). Each type of resource is valued at a certain point value at the start, and students calculate their starting value. Students are then given time to trade with other countries. They may market their products any way they choose and can combine products to trade for larger valued items. At the end of the set time, students recalculate their point value. Throughout the rest of the game students will encounter various scenarios that will

lower or increase the value of items or lower or increase a country's amount of a resource. They will also encounter other opportunities for trade. At the end of the game students will calculate their final score and analyze the scores of the other countries. A discussion will then occur about the "fairness" of the game and how some countries started off in better positions than others and some countries had more opportunities for growth in the scenarios. They will then relate this to the real world and real countries.

Engaging Experience 2

Title: Global Trade

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating
Supporting Standard(s): 6-8.GEO.2.EC.D Analyze economic systems to explain their impact on peoples' behavior and choices.	

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students will investigate economic systems by focusing on the context of trade among world communities. In examining the reasons for international trade and the exports of world communities, students should be able to answer the compelling question "why do countries need each other?".

Example Resource: **Make grade level appropriate modifications as necessary.*

Topic 3: Impacts of Globalization

Supporting Question: What is globalization and how does it impact people's lives?

Engaging Experience 1:

Title: Geography of a Shoe

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating
Supporting Standard(s): 6-8.GEO.2.G.D Explain how the movement of people, goods, and ideas impact world regions.	

Detailed Description/Instructions: Shoes are a great example of the impact of globalization because there are several steps and various countries involved in the process of creating a shoe. Students will choose a pair of shoes that they own to research to determine where all of the different components of the shoe came from. Students will create a shoe visual using a shoe outline. They will fill the shoe with information about where the different parts of a shoe came from. This will demonstrate their understanding of how interconnected the supply chain is.

Engaging Experience 2

Title: Current Event Case Study

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating
Supporting Standard(s): 6-8.GEO.2.EC.C Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.	

Detailed Description/Instructions: Students will read an article about a modern issue that relates to globalization. After reading the article, students will work in small groups or individually to explain how the topic relates to various factors that we have discussed in class. For example, you might read an article about the shortage of one particular product that has caused a disruption in the supply chain. Students would identify the ways in which this issue relates back to imports, exports, supply, demand, renewables, nonrenewable resources, etc.

Engaging Experience 3

Title: What is the greatest cost of water?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard: 6-8.GEO.1.EC.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify and explain terminology related to modern economic concepts.	1
	Understanding
The student will investigate economic concepts by engaging in experiences that simulate contemporary markets.	4
	Evaluating
Supporting Standard(s): 6-8.GEO.2.EC.D Analyze economic systems to explain their impact on peoples' behavior and choices.	

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students begin to understand issues revolving around access and control of resources, such as the consequences of power struggles that befall countries with limited access to water resources. In investigating the causes and consequences of access to water in the Middle East, students will answer the compelling question "what is the greatest cost of water?"

[Example Resource:](#) **Make grade level appropriate modifications as necessary.*

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Economic Foundations	Airplane Contest	Students participate in a simulation to mimic the various types of economies.	½ block
Economic Foundations	The Earth Is Not For Sale (Reader's Theater)	Students will read a reader's theater script on globalization and the positive and negative impacts of global trade. Students will then answer questions and complete a summary stating arguments for and against globalization.	1 block
Economic Foundations	Bead Simulation	Students work in groups to participate in the three basic economic systems (market, command, and traditional) to create bracelets, necklaces, and rings. Students will work through each economic system as a class. Students will be given materials and directions for each type of economic system (i.e., how to determine roles, what items to make, how to make the most money or if that is even the main objective). A reflection about the positives and negatives of each type of economic system will follow.	1 block

Economic Foundations	Needs & Wants	By brainstorming examples of wants and needs and discussing examples of goods and services, students will answer the compelling question “can we get everything we need and want?”.	1 block
Causes of Globalization	The Trading Game	Student groups are assigned a country and a set number/types of resources. Groups will then set values and trade resources.	1 block
Causes of Globalization	Global Trade	In examining the reasons for international trade and the exports of world communities, students should be able to answer the compelling question “why do countries need each other?”.	1 block

Impacts of Globalization	Geography of a Shoe	Shoes are a great example of the impact of globalization because there are several steps and various countries involved in the process of creating a shoe. Students will fill a shoe diagram with information about where the different parts of a shoe came from. This will demonstrate their understanding of how interconnected the supply chain is.	1 block
Impacts of Globalization	Current Event Case Studies	Students will read an article about a modern issue that relates to globalization and work with a group to analyze it.	1 block
Impacts of Globalization	Globalization Document Based Question	Students will use several different resources (documents) to evaluate and explain how the world economy has changed as a result of globalization and to decide whether or not globalization is a force for good. They will identify ideas to support their argument and research to back up each claim. They will also research opposing viewpoints and how they can counter these arguments. Students will demonstrate their learning through a Socratic Seminar or other discussion-based assessment.	1 block

Unit 7: History, Continuity, and Change

Subject: Social Studies

Grade: 7

Name of Unit: History, Continuity, and Change

Length of Unit: 4 blocks

Overview of Unit: Students will participate in a model United Nations Council meeting. Students will investigate global issues, their impacts on different regions, and potential solutions.

Unit 7 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: **How do countries overcome obstacles in order to improve the human condition?**

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for the Unit:

- 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 which applies an aspect of geography to a contemporary issue.
- 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.

Priority Standards Unwrapped into Learning Targets:

Priority Standard: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.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine demographics, human-environment interactions, and cultural exchanges through primary and secondary sources.	3
	Analyzing

Priority Standard: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.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will draw conclusions about historical solutions to problems within and/or among world regions	3
	Understanding
The student will critique strengths and weaknesses of the solution(s) to make inferences about current issues.	3
	Analyzing
The student will predict future courses of action within and/or among world regions.	3
	Evaluating

Priority Standard: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 which applies an aspect of geography to a contemporary issue.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify contemporary issues.	1
	Understanding
The students will cite evidence to make connections between geography and contemporary issues.	3
	Analyzing

Priority Standard: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.

Learning Targets	Webb's DOK Level
	Bloom's Level
The students will analyze and evaluate obstacles and opportunities faced by those trying to address current geographic issues.	4
	Evaluating

Compelling Question for Unit: How do countries overcome obstacles in order to improve the human condition?

Essential Questions:

1. Do individuals have power to impact change?
2. What is the balance between policy and freedom?

3. How do countries overcome obstacles in order to improve the human condition?
4. How does history play a role in the decisions we make for the future?
5. What are current geographic issues and what are the challenges and opportunities faced by those trying to address the problem?

Enduring Understandings/Big Ideas:

Students will need to incorporate knowledge and skills from the previous units. They must demonstrate an understanding of current geographic issues in order to research and develop a plan of action to propose solutions to those issues.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Title: Model UN Project

Description: In groups, students will be assigned a country from different continents. Each group will choose a global issue that affects their citizens. Students will investigate the ways in which these issues impact their people and develop specific proposals that can be voted on as a solution worldwide. After all groups have researched, they will debate the issues and vote on the proposals from each nation.

This Engaging Scenario should help students answer the **Unit Compelling Question: How do countries overcome obstacles in order to improve the human condition?**

Suggested Length of Time: 4 blocks

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.