



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.

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

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.

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 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	Create	Create	4
maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	Use	Analyze	3

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
<p style="text-align: center;">Explain Locate Understand Describe</p>	<p style="text-align: center;">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</p>

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 with “latitude and longitude” lines on it, students will plot a point on the map where they will hide a geocache box. Students will then create a set of clues using relative location to lead other groups to their box. During the second block, students will hide their geocache box one at a time throughout the school. Students will then get a second map of the school and directions to each of the boxes. They will locate each of the boxes and plot where they are on their map. When they return, they will determine latitude and longitude coordinates of each box.

Suggested Length of Time: 2 blocks

Topic 1: Fundamentals of Geography

Topic 1 Overview: Students will begin to develop a mental map of the world by identifying the locations of Earth's continents and oceans.

Topic Outline:

- A. Mental Mapping
- B. Continents and Oceans

Engaging Experience 1

Title: Mental Mapping Activity

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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:

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.

Bloom's Levels: 3

Webb's DOK: 2

Engaging Experience 2

Title: What's Wrong With This Map?

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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:

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.

Bloom's Levels: 2

Webb's DOK: 2

Engaging Experience 3

Title: Yarn Maps

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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:

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.

Bloom's Levels: 2

Webb's DOK: 2

Topic 2: Mapping

Topic 2 Overview: Students will learn to use map features such as scale, legend/key, compass rose, etc. They will then use these skills to identify and interpret different types of maps. Students will compare different map projections to develop a better understanding of cartography.

Topic Outline:

- A. Map Features
- B. Map Projections
- C. Types of Maps

Engaging Experience 1

Title: Basic Map Skills - Nystrom World

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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:

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

Bloom's Levels: 2

Webb's DOK: 1

Engaging Experience 2

Title: Understanding and Comparing Map Projections

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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:

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](#).

Bloom’s Levels: 5

Webb’s DOK: 4

Engaging Experience 3

Title: Types of Maps Stations Activity

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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:

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.

Bloom’s Levels: 5

Webb’s DOK: 4

Topic 3: Locating Places

Topic 2 Overview: Students will be able to identify where a place is based on its relative location and use latitude and longitude coordinates to determine its absolute location.

Topic Outline:

- A. Relative Location
- B. Absolute Location (latitude and longitude coordinates)

Engaging Experience 1

Title: \$10,000 Pyramid: Relative Location

Suggested Length of Time: ½ block

Standards Addressed

Priority:

- 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:

- 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 work together in partners to play the relative location version of the \$10,000 pyramid game. They will compete to describe the places (local, landforms, cities, etc.) listed using only relative location clues.

Bloom's Levels: 2

Webb's DOK: 2

Engaging Experience 2

Title: Latitude and Longitude Desk Map Practice

Suggested Length of Time: 1 block

Standards Addressed

Priority:

Supporting:

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.

Bloom's Levels: 3

Webb's DOK: 2

Engaging Experience 3

Title: Latitude and Longitude Battleship

Suggested Length of Time: ½ block

Standards Addressed

Priority: 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:

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

Bloom's Levels: 2

Webb's DOK: 2

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

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.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
current human environmental issues using relevant geographic sources to propose solutions	Analyze	Analyze	4

Essential Questions:

1. How do topographic features impact settlements?
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: Lobbyist PDSA

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

Suggested Length of Time: 2-3 blocks

Topic 1: Earth's Physical Features

Topic 1 Overview: Students will learn to identify different types of landforms and where examples can be found throughout the world. Students will also learn how forces of nature shape the Earth and about a variety of climate regions and ecosystems.

Topic Outline:

- A. Landforms
- B. Forces of Nature
- C. Climate Regions, Biomes, and Ecosystems

Engaging Experience 1

Title: Landform Play-doh

Suggested Length of Time: ½ block

Standards Addressed

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

Supporting: 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 Play-doh in groups. Then, students will do a gallery walk to try to identify each of the landforms created by their peers.

Bloom's Levels: 5

Webb's DOK: 2

Engaging Experience 2

Title: Landform Virtual Field Trip

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 6-8.GEO.1.G.F Locate the major landforms of the world.

6-8.GEO.2.G.A Describe how physical processes shape the environment of a place.

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.

Bloom's Levels: 2

Webb's DOK: 1

Engaging Experience 3

Title: Landform Map Project

Suggested Length of Time: 3 blocks

Standards Addressed

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

Supporting: 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.

Bloom’s Levels: 6

Webb’s DOK: 4

Engaging Experience 4

Title: Natural Disaster Simulation

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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 \(1 per group\)](#)

Bloom’s Levels: 4

Webb’s DOK: 3

Engaging Experience 5

Title: Disney Biomes & Climate Regions

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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.](#)

Bloom's Levels: 5

Webb's DOK: 3

Topic 2: Human Environment Interaction

Engaging Experience 1

Title: The Lorax

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 2

Webb's DOK: 2

Engaging Experience 2

Title: Human Environment Interaction Picture Gallery

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 4

Webb's DOK: 3

Topic 3: Case Studies

Engaging Experience 1

Title: Current Event Reading

Suggested Length of Time: ½ Block

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 2

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Earth's Physical Features	Play-doh	After students learn about a variety of landforms, students will create 2-3 landforms using Play-doh 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
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.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
material culture to explain a people’s perspective and use of place.	Analyze	Analyze	4
how the physical and human characteristics of places and regions are connected to human identities and cultures	Explain	Analyze	3
the human characteristics within and among contemporary and historic regions over time	Compare/Contrast	Analyze	3

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: Amazing Race Project

Description: Students will create an itinerary of 6 cities that span each continent and create task/challenge descriptions that “contestants” would complete in an Amazing Race competition. Students will research the cities/countries they will showcase and investigate cultural sites and activities to do there. After their research, students will create a Google Earth virtual tour showcasing the cities, countries, and cultures of their choice.

Suggested Length of Time: 3-4 blocks

Topic 1: What is Culture?

Topic Outline:

- A. Cultural Iceberg
- B. Elements of Cultural Identity

Engaging Experience 1

Title: Culture Introduction Through Discussion

Suggested Length of Time: 1 block

Standards Addressed

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

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

Detailed Description/Instructions: Students will participate in an interactive discussion activity through PearDeck 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.

Bloom's Levels:

Webb's DOK:

Engaging Experience 2

Title: Cultural Iceberg

Suggested Length of Time: 2 blocks

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 3

Webb's DOK: 2

Topic 2: Elements of Cultural Identity

Topic Outline: This topic is to help students understand various characteristics of different cultures throughout the world. Students will investigate different topics, such as religion, language, food, social behaviors, art, literature, music, and more. Each of the following topics are relevant to the elements of cultural identity and could be used to teach students about other cultures.

- A. Belief Systems
 - a. Major World Religions: Christianity, Islam, Judaism, Buddhism, Hinduism
- B. Language
- C. Community and Social Groups
- D. Customs and traditions
- E. Daily Life (Food, Clothing, Shelter)
- F. Arts (Music, Entertainment, Literature, Art)
- G. History

Engaging Experience 1

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

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 3

Webb's DOK: 2

Engaging Experience 2

Title: The Hungry Planet

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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'luisio. 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.

Bloom's Levels: 5

Webb's DOK: 4

Engaging Experience 3

Title: How Language Shapes the Way We Think

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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.

Bloom’s Levels: 2

Webb’s DOK: 3

Engaging Experience 4

Title: Religion Hexagonal Thinking

Suggested Length of Time:

Standards Addressed

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

Supporting: 6-8.GEO.2.PC.D Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures.

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.

Bloom’s Levels: 6

Webb’s DOK: 4

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 PearDeck 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
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.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
how the physical and human characteristics of current world regions are connected to changing identity and culture	Analyze	Analyze	3
compelling geographic questions	Develop	Analyze	3
helpful resources	Determine	Understand	2
multiple points of views represented in the resources	Consider	Remember	1

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).

Suggested Length of Time: 3-4 blocks

Topic 1: Population

Topic Overview: Students will understand where large populations of people live.

A. Population & Population Density

Engaging Experience 1

Title: Population Density Practice

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 2

Webb's DOK: 4

Topic 2: Causes of Migration

Topic Overview: This topic will help students understand the push factors that contribute to people wanting to emigrate from one country and immigrate to another country or region. They will also analyze various factors to identify pull factors that pull individuals to different parts of the world.

- A. Push and pull factors
- B. Migration narratives / migration stories

Engaging Experience 1

Title: Migration Narratives

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting:

- 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.

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

Bloom's Levels: 5

Webb's DOK: 4

Engaging Experience 2

Title: Immigration Hall of Fame

Suggested Length of Time: 2 blocks

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 3

Webb's DOK: 2

Topic 3: Impacts of Migration

Topic Overview: This topic will help students understand the impacts of migration at both the local, national, and international levels.

- A. Current Event Case Studies
- B. Refugees

Engaging Experience 1

Title: Current Event Case Study

Suggested Length of Time: 2 blocks

Standards Addressed

Priority: 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: 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.

Bloom's Levels: 4

Webb's DOK: 4

Engaging Experience 2

Title: Refugee Simulation

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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:

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.

Bloom's Levels: 5

Webb's DOK: 4

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
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
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

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.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
laws, policies and processes to determine how governmental systems affect individuals and groups in society	Analyze	Analyze	4

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?

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.

Suggested Length of Time: 3 blocks

Topic 1: The Purpose of Government

Engaging Experience 1

Title: Deserted Island Simulation

Suggested Length of Time: ½ Block

Standards Addressed

Priority: 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: 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.

Bloom's Levels: 2

Webb's DOK: 1

Topic 2: Types of Government

Engaging Experience 1

Title: Limited vs. Unlimited Government One-Pager

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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: 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.

Bloom’s Levels: 3

Webb’s DOK: 4

Engaging Experience 2

Title: Gummy Bear Government

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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: 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.

Bloom’s Levels: 3

Webb’s DOK: 3

Engaging Experience 3

Title: Government Tower Building Simulation

Suggested Length of Time: 1 block

Standards Addressed

Priority: 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: 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”.

Bloom’s Levels: 4

Webb’s DOK: 3

Topic 3: Case Studies

Engaging Experience 1

Title: Government Case Study

Suggested Length of Time: 3 blocks

Standards Addressed

Priority: 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: 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.

Bloom’s Levels: 2

Webb’s DOK: 2

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
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.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
economic decisions to determine costs and benefits on contemporary society	Evaluate	Evaluate	4

Essential Questions:

1. What are the characteristics of an economic system?
2. What is globalization and how does it affect people's lives?
3. How do different economic systems play a role in globalization?
4. How have technology and culture led to globalization?
5. What are the impacts of a globalized world?

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.

Suggested Length of Time: 2 blocks

Topic 1: Economic Foundations

Engaging Experience 1

Title: Airplane Contest

Suggested Length of Time: ½ block

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 3

Webb's DOK: 2

Engaging Experience 2

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

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 2

Webb's DOK: 2

Engaging Experience 3

Title: Bead Simulation

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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

Bloom's Levels: 3

Webb's DOK: 2

Topic 2: Causes of Globalization

Engaging Experience 1

Title: The Trading Game

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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.

Bloom’s Levels: 4

Webb’s DOK: 3

Topic 3: Impacts of Globalization

Engaging Experience 1:

Title: Geography of a Shoe

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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 either 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.

Bloom’s Levels: 3

Webb’s DOK: 3

Engaging Experience 2

Title: Current Event Case Study

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 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.

Bloom's Levels: 4

Webb's DOK: 4

Engaging Experience 3

Title: Globalization Document Based Question (DBQ)

Suggested Length of Time: 1 block

Standards Addressed

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

Supporting: 6-8.GEO.2.EC.D Analyze economic systems to explain their impact on peoples' behavior and choices.

Detailed Description/Instructions: 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.

Bloom's Levels: 5

Webb's DOK: 6

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
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

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.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
and use historical maps and timelines in order to represent continuity and change within and among regions over time	Create	Create	4
historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions	Evaluate	Evaluate	4
a research plan	Develop	Analyze	3
appropriate resources for investigating social studies topics	Identify	Apply	2
a research product which applies an aspect of geography to a contemporary issue	Create	Create	4
the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem	Analyze	Analyze	3

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:

1. 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.

Suggested Length of Time: 4 blocks