Unit 1: Introduction to Geography, Citizenship, and Economy

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

World Geography Grade 7H

Unit 1: Introduction to Geography, Citizenship, and Economy

Belleville Board of Education

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Unit Overview

Unit 1 encompasses a brief overview of geography including the branches of geography, how the world is seen from the physical and human perspectives, the role of citizenship in the world today, and a basic overview of what economy is and its effects on the world - personal financial literacy is introduced in this unit. Students will be able to analyze how these three branches of Social Studies affect the world of the past, present, and into the future and their roles in the world.

Enduring Understanding

Enduring Understandings for this unit include:

- U1: Geographers study the world for evidence of the past.
- U2: The world is affected by the physical features of the Earth and the humans who inhabit the Earth.
- U3: The systems of government throughout the world affect the role of citizens throughout the globe.
- U4: Studying economics gives us insight into the world and how it operates - being economically aware directly correlates to personal financial freedom.

Essential Questions

Essential questions for this unit are:

- How does the use of geographic tools help us view the world in new ways?
- Why do we study the Earth and its physical system?
- Which geographic concepts are most useful for understanding the world's people?
- How do systems of government affect the roles of citizens across the globe?
- How does studying economics give us more insight into a country or region?

Exit Skills

By the end of Grade 7, Social Studies Unit 1, the students should be able to:

- describe the role of geography in the world and on the earliest civilizations.
- explain the effect of water on people's lives on Earth.
- determine the effect of humans on the world and the world's influence on the population of areas.
- explain what government and economy is and why it is so important to citizens.

New Jersey Student Learning Standards (NJSLS-S)

PFL.9.1.12.A	Income and Careers
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how

	these patterns affected interactions in different regions of the Western Hemisphere.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.3	(See note; not applicable as a separate requirement)
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection,

metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Objectives

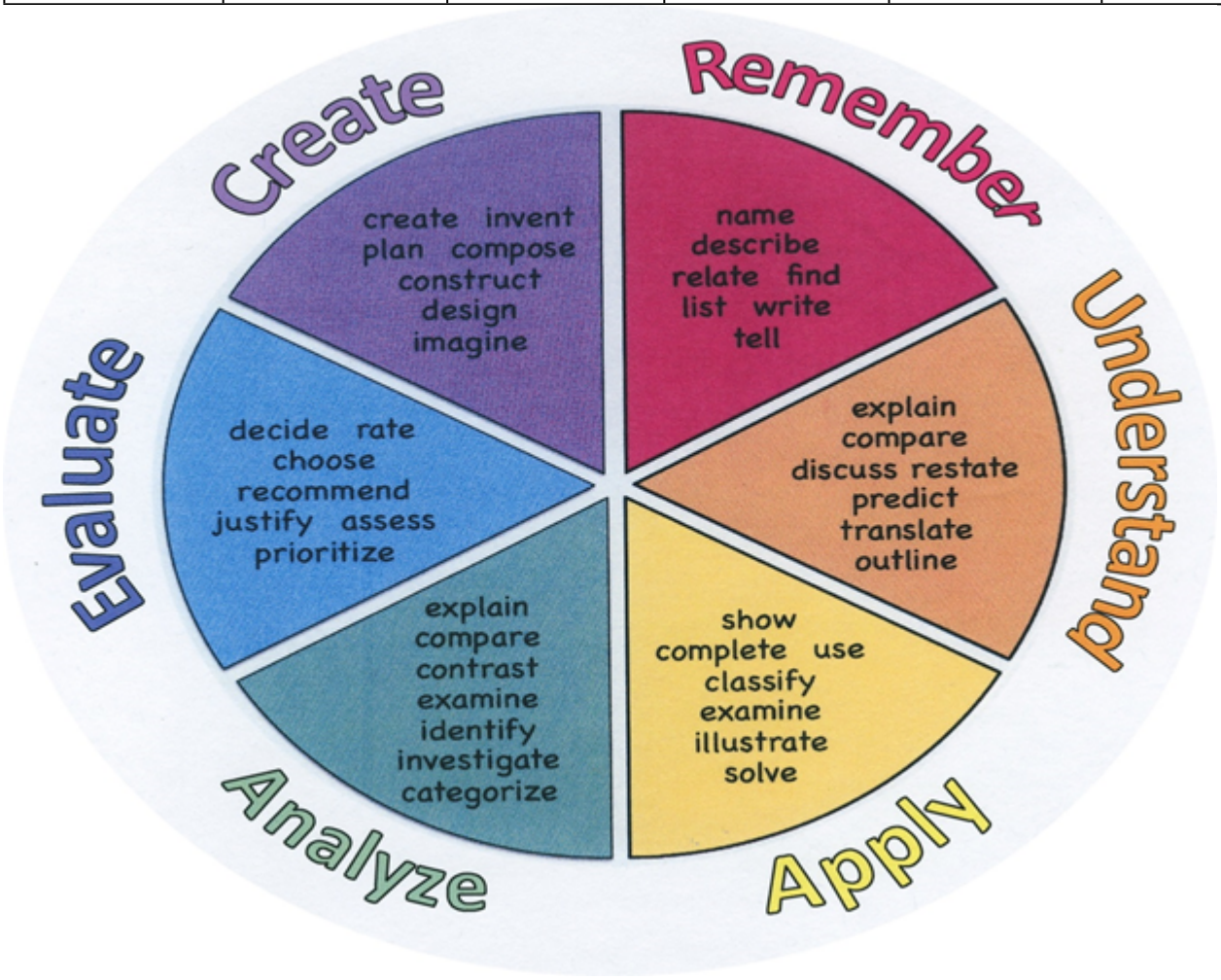
After completing the unit on Geography, Citizenship, and Economy, students will be able to:

- differentiate between the roles of geography, citizenship, and economy on the people of an area and the world.
- hypothesize why people who lives in different parts of the world are similar and different based on specific characteristics of an area.
- compare how geography can affect the lives of humans living in a certain region based on aspects of their lives.
- understand how citizenship and economy can affect the way a person lives their life on a daily basis.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			

	Generalize Predict				



Suggested Activities & Best Practices

Suggested activities and best practices for this unit include:

- Explain one major physical feature and one major human made feature of the world and describe how it was built(human made), its size, depth, and design, the cost and number of workers, and the major importance of each feature.
- Research two countries from within the world. Describe the different ethnic groups living there, population of each group, how people in the groups distinguish themselves, how they came there, and how they have cooperated and come in conflict with each other.

- Analyze a country of their choice based on the government. Discuss how the government came to power in this country, who is currently the ruler (s), how they came to power, how does it affect the population (or specific groups), and what the future lies for this country due to its government.
- Assign a group of students a developing and developed country. Research the Per Capita GDP, Life Expectancy, Literacy Rate, and Physicians per 10,000 people. Discuss amongst the class and make a analysis: What makes a country developed as compared to developing?

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence for this unit include:

- Throughout this unit, students will describe the importance of their country in regards to being part of the United Nation-alternate assessment
- Students will Think-Pair-Share on the five themes of Geography their country has.-formative assessment
- By the end of the unit, teacher will have a summative assessment on the information learned (multiple choice, fill-in-the-blanks, open-ended, matching)-summative assessment
- Analyze a country of their choice based on the government. Discuss how the government came to power in this country, who is currently the ruler (s), how they came to power, how does it affect the population (or specific groups), and what the future lies for this country due to its government.-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's

- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

The resources available to you that are located either within the district or that can be obtained by district resources are:

- HMH Social Studies World Geography textbook and Ed Dashboard
- Channel 1 news online subscription

- NewsELA website

Ancillary Resources

Other resources available to strengthen your lesson include:

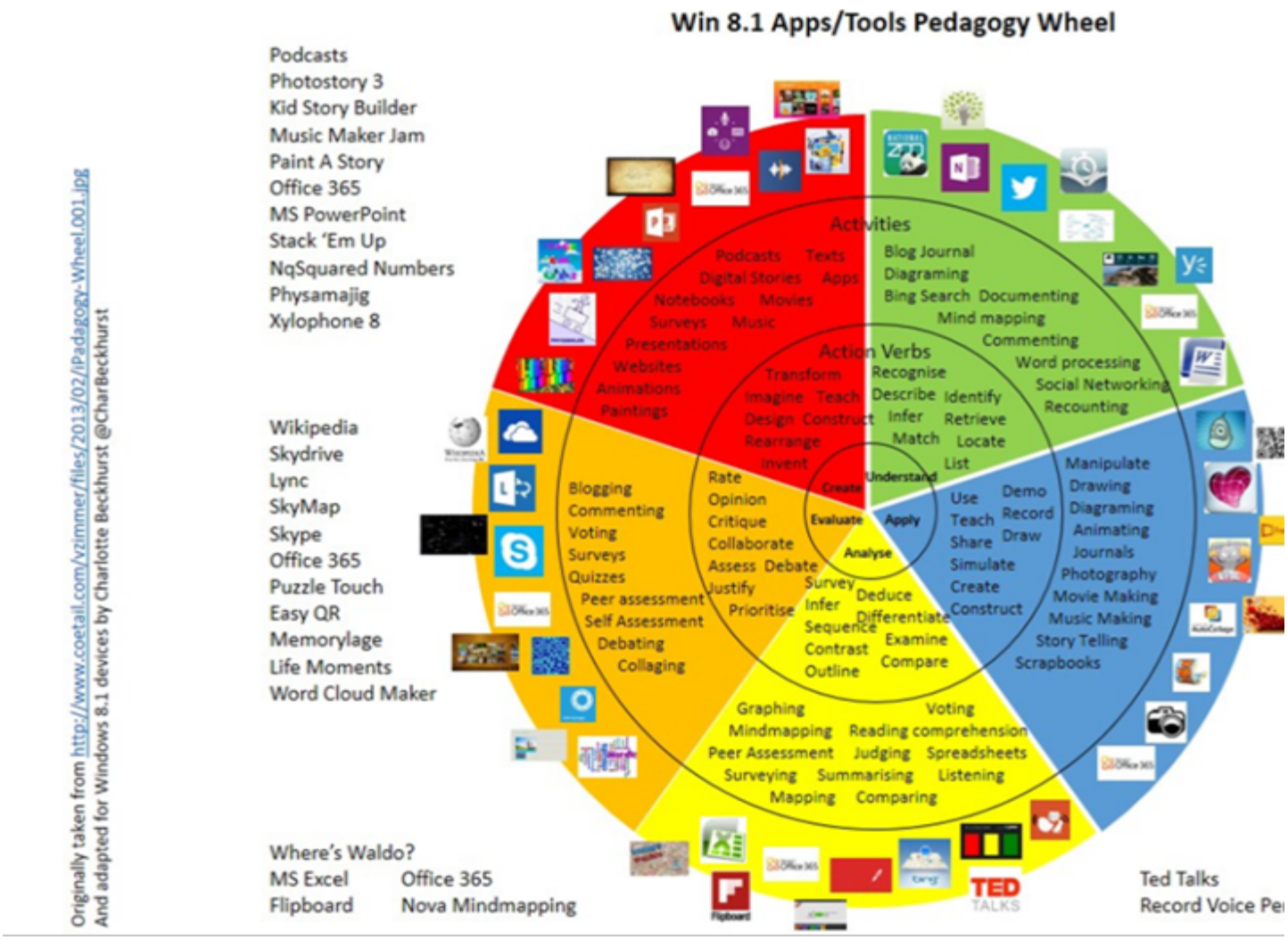
- TeacherVision Geography Resources https://www.teachervision.com/subjects/social-studies-history/geography
- Current Events Websites (Newsela, Yahoo News, CNN, FoxNews)
- HMH Social Studies World Geography Online Website

Technology Infusion

Different Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

- Using different Google Programs (Forms, Sheets, Docs, and Slides) to enhance each assignment
- Using Youtube Videos/Channel One News to show the students how to conduct the Model UN Project to create a visual for the students





Alignment to 21st Century Skills & Technology

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy

- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Different Differentiations that will be employed in this include:

- Allowing students to work in small groups assignments to complete (graphic organizers, projects, and assessments)
- Allow work to be submitted online and allow extra time to complete assignments
- Different Summative Assessments (Projects, Google Forms, Open Ended, Essays)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Different Special Education Learning adaptations that will be employed in the unit include:

- Allow students to submit Model UN project online with modified rubric
- Modifying work and assessments based on each students IEP/504 Plan
- Playing Kahoot at the end of each unit as the primary resource for a study guide

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Different English Language Learning strategies that can be used for this Unit include:

- Create documents through different Google programs to translate documents to specific languages
- HMH Spanish/English Workbook to identify main points for Unit 1
- Modifying each assessment and allowing open notes for Unit 1 assessment

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Different Intervention Strategies that will be employed in the unit include:

- Providing the students with a selected list to choose from for Model UN Project
- Allowing students to use open book, notes, and study guide for the Unit 1 assessment
- Have students work in groups for the five themes of geography project

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Different Talented and Gifted adaptations that will be employed in the unit include:

- Choosing a country based off of students interest and describe in detail the five different themes of geography
- Students create a population growth graph for their chosen country and continent to analyze future trends
- Students choose a country that belongs to the United Nations and have students replicate the Model UN
- Having high order thinking questions (open ended) on assessments to challenge and further explain the main ideas for the unit

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Unit Introduction to Geography, Citizenship, and Economy

NJSLS:

- SOC.6.2.8: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- SOC.6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- SOC.6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Interdisciplinary Connection:

- LA.6-8.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- LA.6-8.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- LA.6-8.RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Statement of Objective: Students will be able to analyze the form of government in two countries of the world and how the government affects life comparing the lives of the people living in each of the countries.

Anticipatory Set/Do Now: How do you believe the government of a country affects how the people live?

Learning Activity:

1) Discussion of Do Now question

2) Choose 3 modern day countries and research the type of government they have and the effects it has on the population throughout their social structure.

3) Create a project analyzing two of the countries chosen and explanation of the government through the years and how they believe the government will influence into the future as compared among the two countries.

Student Assessment/CFU's:

- Evaluate through Do Now discussion and writing
- Compare and Contrast 3 modern day countries and their government
- Think-Pair-Share with a partner based on analysis

Materials: Computers, Notebooks, Pen/Pencils, Textbook, Governments of the World Direction Sheet and Rubric, Example of Project, Graphic Organizer

21st Century Themes and Skills:

- Information Literacy
- Communication and Collaboration

Differentiation/Modifications:

- Small group assignments
- Visual presentation
- Project-based learning

Integration of Technology: Presentations, Websites, Chromebooks, Google

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.6.2.8.A	Civics, Government, and Human Rights
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.