Delta County Schools

Curriculum Design

7th Grade Social Studies Unit 4 Plan-Organizer

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| **Subjects(s)** | Social Studies |
| **Grade/Course** | 7th Grade |
| **Unit of Study**  | Southeast Asia (India) and Australia |
| **Unit Type(s)** | [x] Topical     [x] Skills-based   [ ] Thematic |
| **Length of Unit** | 4 weeks [7th Grade Pacing Guide Social Studies.xls](7th%20Grade%20Pacing%20Guide%20Social%20Studies.xls) |

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| **Priority Outcomes (Essentials)** |
| History 1.2 (e) Describe the history, interaction, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemispheres. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns.Geography 2.1(b) Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusionEconomics 3.2(a) Give examples that illustrate connections between resources and manufacturing. |

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| **Supporting Outcomes** |
| History 1.1(a) Determine and explain the interdependence of people around the world during significant eras or events.History 1.2(b) Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved.History 1.2(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”Geography 2.1(a) Interpret maps and other geographic tools to find patterns in human and physical systems.Civics 4.2(d) Describe common interests and evaluate examples of global collaboration |

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| **“Unwrapped” Concepts****(students need to know)** | **“Unwrapped” Skills”****(students need to be able to do)** | **Bloom’s Taxonomy Levels** |
| * History, interaction, contributions of various peoples and cultures
* Characteristics and distribution of physical systems, cultural patterns, economic interdependence
* Supply and demand determine equilibrium price and quantity
 | DESCRIBEDESCRIBE (to make predictions)DEMONSTRATE | 144 |

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| **Essential Questions** | **Corresponding Big Ideas** |
| 1. How has Great Britain impacted this region?
2. How has economic growth (especially in India) impacted the global economy?

3. How does religion affect daily life in the region? | 1. The demographics and the resources of a region can lead to colonialism, competition, and change (INTERACTIONS AND ORIGINS BECAUSE OF ECONOMIC INTERDEPENDENCE, CULTURAL DIFFUSION, AND REGIONAL DEVELOPMENT.
2. Physical features and human characteristics affect economy, culture and trade (including supply and demand of goods). (SYSTEMS BECAUSE OF RESOURCE ALLOCATION – HUMANS)
3. Religion has an impact on individuals and societies belief systems historically and currently. (ORIGINS BECAUSE OF CULTURE AND RELIGION)
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| **Standardized Assessment Correlations****(State, College and Career)** |
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| **Unit Assessments** |
| **Pre-Assessment** | **Informal Progress Monitoring Checks** |
| [7th grade Unit 4 Pretest.doc](7th%20grade%20Unit%204%20Pretest.doc) | [Resources/Unit 4 countries quiz.doc](Resources/Unit%204%20countries%20quiz.doc) |
| **Post-Assessment** |
| [7th grade Unit 4 Post Test.doc](7th%20grade%20Unit%204%20Post%20Test.doc)[7th grade Revised Unit 4 Post Test.pdf](7th%20grade%20Revised%20Unit%204%20Post%20Test.pdf) |
| **Scoring Guides and Answer Keys** |
| [7th grade Unit 4 Answer Key Post.doc](7th%20grade%20Unit%204%20Answer%20Key%20Post.doc) |

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| **Unit Vocabulary Terms** |
| **The following vocabulary terms are recommended, but not limited to:****countries**: India, Sri Lanka, Nepal, Bhutan, Bangladesh, Myanmar, Laos, Thailand, Vietnam, Cambodia, Brunei, Malaysia, Indonesia, Philippines, Singapore, East Timor, Timor-Leste, Australia, New Zealand**physical features:** Indus River, Ganges River, Himalaya Mountains, Hindu Kush Mountains, Arabian Sea, Bay of Bengal, Indian Ocean, Deccan Plateau, Eastern and Western Ghats, Thar Desert, Brahmaputra River, Andaman Sea, South China Sea, Philippines Sea**religion**: Hinduism (Vedas, Sanskrit, Brahmanism, caste, dharma, karma, reincarnation, pilgrimage), Islam, Buddhism (Buddha, enlightenment, alms, nirvana, Four Noble Truths, Eightfold Path)**key terms**: subcontinent, monsoon, plateau, colonialism (Great Britain, Portugal), East India Company, emperor, Indian Independence Act, British Parliament |

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| **Authentic Performance Tasks** | **Engaging Learning Experiences****Synopsis of Authentic Performance Tasks** | **Suggested Length of Time** |
| **Task 1** | Students will act as a tour company – they will work in cooperative groups to analyze maps (political, and physical) and propose a travel route/itinerary through Southeast Asia or Australia. Students will have to create a map with their travel route, and a summary of their itinerary, which explains what physical and human characteristics tourists would see if they went on your trip. | **3 days**70 minute block |
| **Task 2** | Students will be able to simulate the discussions leading up to the Indian Independence Act. Students will collaborate in various groups representing the Muslim League, British Parliament, Pakistan, Mahatma Gandhi, etc. At the conclusion of the activity, students will have to vote whether or not to pass the Indian Independence Act. | **3 days**70 minute block |
| **Task 3** | Students will be able to create maps that show the natural and human resources of India and Australia. After comparing the two countries students will write an editorial about how India and Australia are competing economically with the United States. The students will have to predict how they think India, Australia and the United States are going to progress in the future. Will one country be more successful than others? Why? | **3 days**70 minute block |
| **Task 4** | Students will continue to add to their religions booklet that they began in Unit 3: the Middle East. Students will highlight on the belief systems, historical impact, traditions, and current impact of Hinduism and Buddhism on Asian societies. | **3 days**70 minute block |
| **Brief Overview of the Engaging Scenario** |
| The tasks above are designed to help students make connections between the countries of Southeast Asia and Australia politically, historically, religiously, and economically. Throughout this unit the student(s) take on many different roles including that of a tour guide, and a historical figure. Students will produce a travel itinerary, simulate the debate the leading up to the Indian Independence Act, write an editorial and create a religions booklet. All of these tasks will allow the student(s) to compare Southeast Asia/Australia of the past with Southeast Asia/Australia today. |

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| **Authentic Performance Task 1**  |
| **Outcomes Addressed in Authentic Performance Task 1**  | **Priority Standards:*** **Geography 2.1(b)**
* **History 1.2(e)**

Supporting Standards:* Geography 2.1(a)
 |
| **Description of Authentic Performance Task 1** | Groups of students will show **how physical features and human characteristics affect economy, culture and trade** (Big Idea). Students will act as a tour company – they will work in cooperative groups to analyze maps (political, and physical), text on the regions, and propose the best travel route/itinerary through Southeast Asia or Australia. Students will have to create a map with their travel route, and a summary of their itinerary, which explains what physical and human characteristics tourists would experience if they went on your trip. If you have technology available to you this could be done as a PowerPoint presentation or students could create a website for their “tour company” with their travel itinerary. Ultimately students will compete to have their company’s Southeast Asia/Australia trip itinerary chosen as the trip “the class will go on”. The tour company that is chosen will have their work displayed in the hallway.The success of the task will be based on the following:1. Students respond to Essential Question with Big Idea by creating a map.
2. Students meet “Proficient” level or higher on Task 1 rubric.
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| **Length: 3 days,** 70 minute blocks | **Bloom’s Taxonomy Level:**DESCRIBE – 1DESCRIBE (to make predictions) - 4 |
| **Scoring Guide for Authentic Performance Task 1 (Insert link to document)** | [Resources/Rubric for making a brochure travel itinerary.pdf](Resources/Rubric%20for%20making%20a%20brochure%20travel%20itinerary.pdf) |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 1****(Include vocabulary strategy)** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,** **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)**  |
| * Instructional Strategies Online
* Link: <http://olc.spsd.sk.ca/DE/PD/instr/index.html>
* Indirect Instruction, Writing to Inform: <http://olc.spsd.sk.ca/DE/PD/instr/strats/writinginform/index.html>
 | * Students work in pairs – grouped by ability, so students who need extra help or accommodations can get that easily.
 | * Advanced students publish their travel guides via PowerPoint, Pages, or on a website, and vote on the best one in the class
 | Students can use Lonely Planet as an example* Link: <http://www.lonelyplanet.com/>

Exemplars* [Resources/Exemplar - A travel Guide to New Zealand.pdf](Resources/Exemplar%20-%20A%20travel%20Guide%20to%20New%20Zealand.pdf)
* [Resources/Exemplar - A Travel Guide to Thailand.pdf](Resources/Exemplar%20-%20A%20Travel%20Guide%20to%20Thailand.pdf)

Books that you can check out for FREE from local libraries ☺* [Books to use for Travel Itinerary.xls](Resources/List%20of%20Books%20to%20use%20for%20Travel%20Itinerary.xls)
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| **Authentic Performance Task 2**  |
| **Outcomes Addressed in Authentic Performance Task 2**  | **Priority Standards:*** **History 1.2(e)**

Supporting Standards:* Civics 4.2(d)
* History 1.1(a)
 |
| **Description of Authentic Performance Task 2** | Students will be able to describe **how the demographics and the resources (human and physical) of a region can lead to colonialism, competition, and change** (Big Idea). Students will be able to simulate the discussions leading up to the Indian Independence Act. Students will collaborate in various groups representing the Indian National Congress (Mahatma Gandhi), Muslim League, British Parliament, Pakistan, etc. At the conclusion of the activity, students will have to vote whether or not to pass the Indian Independence Act of 1947. Students will also be able to create a thematic map that shows when countries in Southeast Asia and Australia declared independence. Finally students will create graphic organizers that show how the independence process in India and Australia were different, and what the effects were, specifically relating to economic independence.The success of the task will be based on the following:1. Students respond to Essential Question with Big Idea by creating a map.
2. Students meet “Proficient” level or higher on Task 2 rubric.
 |
| **Length: 3 days,** 70 minute blocks | **Bloom’s Taxonomy Level:** DESCRIBE – 1FORMULATE/SIMULATE - 6 |
| **Scoring Guide for Authentic Performance Task 2 (Insert link to document)** | [Resources/Historical Role Play Rubric.pdf](Resources/Historical%20Role%20Play%20Rubric.pdf) |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 2** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,** **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)**  |
| * Instructional Strategies Online
* Link: <http://olc.spsd.sk.ca/DE/PD/instr/index.html>
	+ Experiental Learning: Simulation, “Simulations are instructional scenarios where the learner is placed in a "world" defined by the teacher. They represent a reality within which students interact.”
	+ Indirect Instruction: Case Studies – students use historical facts/events to analyze the impact – Check website for resources <http://olc.spsd.sk.ca/DE/PD/instr/strats/casestd/caselist.html>
 | * Instead of doing the simulation students use Graphic Organizers to get the basic information
* Link: <http://www.educationoasis.com/curriculum/GO/cause_effect.htm>
 | * Students record their simulation so they can reflect on it. Then they watch video clips from the actual time period and compare their simulation to actual events.
 | * “The Indian Independence Act”
	+ PDF –
	+ Website - <http://www.legislation.gov.uk/ukpga/Geo6/10-11/30?timeline=true>
* Information on Gandhi with outline picture - <http://www.enchantedlearning.com/history/asia/india/gandhi/>
* Great graphic organizers for all skills and types of organization: <http://www.eduplace.com/graphicorganizer/>Great graphic organizers for all skills and types of organization: <http://www.eduplace.com/graphicorganizer/>
* “Students explore Indian and Pakistani leadership, conflicts, and steps toward peace since the Indian subcontinent gained independence from British rule in 1947.” Link: <http://learning.blogs.nytimes.com/1999/02/24/a-piecemeal-peace-process/>
* Great graphic organizers for all types of skills: [www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/) Great graphic organizers for all skills and types of organization: <http://www.eduplace.com/graphicorganizer/>Great graphic organizers for all skills and types of organization: <http://www.eduplace.com/graphicorganizer/>Great graphic organizers for all skills and types of organization: <http://www.eduplace.com/graphicorganizer/>Great graphic organizers for all skills and types of organization: <http://www.eduplace.com/graphicorganizer/>Great graphic organizers for all skills and types of organization: <http://www.eduplace.com/graphicorganizer/>
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| **Authentic Performance Task 3**  |
| **Outcomes Addressed in Authentic Performance Task 3** | **Priority Standards:*** **Geography 2.1(b)**

Supporting Standards:* Economics 3.2(a)
* Geography 2.1 (a)
 |
| **Description of Authentic Performance Task 3** | Students will examine the **physical features and human characteristics affect economy, culture and trade, including supply and demand of goods** (Big Idea). Students will need to read a variety of text and analyze at a variety of maps to understand what the resources (human and physical) are of India and Australia. Once students understand the resources students will need to create a map for India and a map for Australia showing the natural and human resources. As a final activity, students could write an editorial for a newspaper convincing students in the United States that they need to work hard in school because students in India and Australia are competing against them in our now global world.The success of the task will be based on the following:1. Students respond to Essential Question with Big Idea by creating a map.
2. Students meet “Proficient” level or higher on Task 3 rubric.
 |
| **Length: 3 days,** 70 minute blocks | **Bloom’s Taxonomy Level:**DESCRIBE (to make predictions) – 4CREATE - 6 |
| **Scoring Guide for Authentic Performance Task 3 (Insert link to document)** | Map rubric: [Resources/Map Generic Rubric.pdf](Resources/Map%20Generic%20Rubric.pdf)Editorial rubric: [Resources/Editorial Rubric.pdf](Resources/Editorial%20Rubric.pdf) |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 3** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,** **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)**  |
| * Instructional Strategies Online
* Link: <http://olc.spsd.sk.ca/DE/PD/instr/index.html>

Link: <http://olc.spsd.sk.ca/DE/PD/instr/index.html> Link: http://olc.spsd.sk.ca/DE/PD/instr/ | * Students can work in pairs. Instead of creating two maps each student is responsible for one and then shares their work with their partner (the teacher can copy the maps, so each student has both).
 | * Students ask a local reporter to come in and share their experiences/tips on writing articles.
* Students try to have the local paper publish their editorial, or the students submit their article to the school paper.
 | * How to write an Editorial with an example and rubric - <http://www.newspapersineducation.ca/eng/level_7to9/lesson11/lesson11_eng.html>
* Maps
	+ - <Resources/Southeast%20Asia%20Map%20BLANK.pdf>
		- <Resources/Southeast%20Asia%20map%20ANSWERS.pdf>
		- <Resources/Australia%20and%20Oceania%20Map.pdf>http://www.newspapersineducation.ca/eng/level\_7to9/lesson11/lesson11\_eng.html
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| **Authentic Performance Task 4**  |
| **Outcomes Addressed in Authentic Performance Task 4**  | **Priority Standards:*** **History 1.2 (e)**

Supporting Standards:* History 1.2 (b)
* History 1.2 (d)
 |
| **Description of Authentic Performance Task 4** | Students will be able to show and explain how **religion has an impact on individuals and societies belief systems historically and currently** (Big Idea). Students will continue to add to their religions booklet that they began in Unit 3: the Middle East. Students will highlight on the belief systems, historical impact, traditions, and current impact of Hinduism and Buddhism on Asian societies.The success of the task will be based on the following:1. Students respond to Essential Question with Big Idea by creating a map.
2. Students meet “Proficient” level or higher on Task 4 rubric.
 |
| **Length: 3 days,** 70 minute blocks | **Bloom’s Taxonomy Level:**  |
| **Scoring Guide for Authentic Performance Task 4 (Insert link to document)** | Guidelines: [Resources/World Religions Project.doc](Resources/World%20Religions%20Project.doc) |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 4** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,** **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)**  |
| * Instructional Strategies Online
* Link: <http://olc.spsd.sk.ca/DE/PD/instr/index.html>
 | * Diwali Holiday Activity

[Resources/ESL Holiday Lesson on Diwali.pdf](Resources/ESL%20Holiday%20Lesson%20on%20Diwali.pdf)* A worksheet to help students organize their information on religion: [Resources/Religion Summary Worksheet.pdf](Resources/Religion%20Summary%20Worksheet.pdf)
 | * Students could interview people who worship these different religions and create an iMovie or PowerPoint documenting the experience
 | * [www.deltalibraries.orgwww.deltalibrar](http://www.deltalibraries.orgwww.deltalibrar)
* Non-fiction Research Resources, [Resources/nonfiction Resources for Research.doc](Resources/nonfiction%20Resources%20for%20Research.doc) – this explains how to access research databases at Delta Libraries
* An excellent site with an overview of most main religions and includes handouts/videos:

<http://www.bbc.co.uk/religion/religions/> * Alternate lesson plan on religion: <http://www.nationalgeographic.com/xpeditions/lessons/10/g68/index.html>
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| **Interdisciplinary Connections** |
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| **Overall Reflections on the Instructional Unit** |
| **Current Status** | **Changes to Implement** |
| I need to add more **specific** strategies for differentiation, graphic organizers, and enrichment |  |