Delta County Schools

Curriculum Design

7th Grade Social Studies Unit 5 Plan-Organizer

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| **Subjects(s)** | Social Studies |
| **Grade/Course** | 7th Grade |
| **Unit of Study**  | Central Asia (Russia and China) |
| **Unit Type(s)** | [x] Topical     [x] Skills-based   [ ] Thematic |
| **Length of Unit** | 5 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(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”Economics 3.2(b) Identify patterns of trade between places based on distribution of resources.Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over timeCivics 4.2 (a) Compare different forms of government in the world and how they derive their authority  |

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| **Supporting Outcomes** |
| 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(c) Describe the foundation and development of key historical topics. Topics to include, but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism.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(a) Interpret maps and other geographic tools to find patterns in human and physical systemsGeography 2.1(c) Collect and analyze data to make geographic inferences and predications regarding the Eastern Hemisphere.Geography 2.2(a) Classify data to construct thematic maps and make inferences.Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.Civics 4.2(d) Describe common interests and evaluate examples of global collaborationCivics 4.2(e) Use criteria that identify the attributes of a good government and apply to specific examplesEconomics 3.2(c) Compare and contrast the relative value and different uses of several types of resources. |

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| **“Unwrapped” Concepts****(students need to know)** | **“Unwrapped” Skills”****(students need to be able to do)** | **Bloom’s Taxonomy Levels** |
| * Social, political, cultural, economic, technological development
* Characteristics and distribution of physical systems, cultural patterns, economic interdependence
* How prices allocate scarce goods in a market economy
* Examples illustrating how various government and citizens interact
* Different forms of government in the world and how they derive authority
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| **Essential Questions** | **Corresponding Big Ideas** |
| 1. How did the Silk Road connect China to Europe?2. Why has China become an economic super power while Russia has struggled?3. How have the political and economic systems of Central Asia changed over time? | 1. Trade and resources create interdependence between regions. (INTERACTIONS BECAUSE OF ECONOMIC INTERDEPENCE, AND ORIGINS BECAUSE OF CULTURE OR RELIGION)
2. The success of a country is closely tied to the success of its government. (SYSTEMS BECAUSE STUDENTS ANALYZE FORMS OF GOVERNMENT AND ORGANIZATIONS)
3. Political and economic systems differ within the concepts of communism and capitalism. (SYSTEMS AND INQUIRY BECAUSE STUDENTS WILL MAEK INFERENCES AND PREDICTIONS)
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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 SS Unit 5 Pre Test.doc](7th%20Grade%20SS%20Unit%205%20Pre%20Test.doc) | [Resources/Unit 5 Formative Assessments/Central Asia/Ancient China Quiz.pdf](Resources/Unit%205%20Formative%20Assessments/Central%20Asia/Ancient%20China%20Quiz.pdf)[Resources/Unit 5 Formative Assessments/Central Asia/Ancient Japan Quiz.pdf](Resources/Unit%205%20Formative%20Assessments/Central%20Asia/Ancient%20Japan%20Quiz.pdf)Alternative Tests:[Resources/Unit 5 Formative Assessments/Central Asia/Central Asia Test.pdf](Resources/Unit%205%20Formative%20Assessments/Central%20Asia/Central%20Asia%20Test.pdf)[Resources/Unit 5 Formative Assessments/Central Asia/China Today Test (in Spanish).pdf](Resources/Unit%205%20Formative%20Assessments/Central%20Asia/China%20Today%20Test%20%28in%20Spanish%29.pdf) |
| **Post-Assessment** |
| [7th Grade SS Unit5 Answer Key Post.doc](7th%20Grade%20SS%20Unit5%20Answer%20Key%20Post.doc)[7th Grade SS Unit 5 Post Test.doc](7th%20Grade%20SS%20Unit%205%20Post%20Test.doc)[7th Grade SS Unit 5 Revised Post Test.doc](7th%20Grade%20SS%20Unit%205%20Revised%20Post%20Test.doc) \*\* I just need to add answer key, but is pretty self explanatory |
| **Scoring Guides and Answer Keys** |
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| **Unit Vocabulary Terms** |
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| **The following vocabulary terms are recommended, but not limited to:****Countries**: China, North Korea, South Korea, Japan, Russia, Mongolia, Kazakhstan, Uzbekistan, Turkmenistan, Tajikistan, Kyrgyzstan, Taiwan**Physical features**: Ural Mountains, Caucasus Mountains, Siberia, Tibetan Plateau, Gobi Desert**Religions**: Confucius, Taoism, Lao Tzu**General Key Terms (China and Japan)**: dynasty, Han dynasty, zither, haiku, Genghis Khan, Kublai Khan, bureaucracy, Opium War, Treaty of Nanking, Taiping Rebellion, Boxer Rebellion, Sun Yat-sen, Chian Kai-shek, Mao Zedong, Great Leap Forward, Cultural Revolution, Deng Xiaoping, human rights, Communism, Long March, Tiananmen Square, Diet (Japan’s Parliament), tungsten, textile, cooperative (a large farm on which up to 300 families work), Hiroshima, Nagasaki, extended family, free enterprise**General Key Terms (Russia/Soviet Union):** Iron Curtain, puppet government, one-party system, Joseph Stalin, collective farm, Warsaw Pact, Cold War, propaganda, private property rights, Nikita Khrushchev, deposed, détente, Mikhail Gorbachev, parliamentary republic, coalition government, ethnic cleansing, Duma |

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| **Authentic Performance Tasks** | **Engaging Learning Experiences****Synopsis of Authentic Performance Tasks** | **Suggested Length of Time** |
| **Task 1** | Students will organize information on China and Russia in a “layered book” or “foldable”. The book should include information on both countries physical features, climate, environment, natural resources, and human characteristics such as, government, languages spoken, or population. Visuals, maps, charts, etc are all encouraged. | **1 – 2 days, 70 minute classes** |
| **Task 2** | Students will emerge themselves in the history of ancient China after they analyze a map of China’s history, so they understand the context. Students will listen to Chinese music, and create Chinese Emperor Robes. | **2 – 3 days, 70 minute classes** |
| **Task 3** | Students will write to inform an audience on how Russia and China have changed politically and economically over time. Students will read articles (see below) on both countries and write a summary on each – focusing on the political and economic characteristics. Students will end the activity creating a political cartoon on one or both of the countries. | **2 – 3 days, 70 minute classes** |
| **Task 4** | Students will create a scrapbook of newspaper articles that detail other current events in Russia and China. They will write a one-paragraph summary of each article. Then, categorize the articles based on their focus (economy, international relations, military actions, science, etc.). What trends do you find over a two-week to one month period of time? | **One – two weeks are needed for logistics****\* Other lessons could be taught during that class time as well** |
| **Brief Overview of the Engaging Scenario** |
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| **Authentic Performance Task 1**  |
| **Outcomes Addressed in Authentic Performance Task 1**  | **Priority Standards:*** **History 1.2(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”**
* **Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time**

Supporting Standards:* 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.
* Geography 2.1(a) Interpret maps and other geographic tools to find patterns in human and physical systems
* Geography 2.1(c) Collect and analyze data to make geographic inferences and predications regarding the Eastern Hemisphere.
* Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.
* Civics 4.2 (a) Compare different forms of government in the world and how they derive their authority
 |
| **Description of Authentic Performance Task 1** | Students will organize information on China and Russia in a “layered book” or “foldable”. The book should include information on both countries physical features, climate, environment, natural resources, and human characteristics such as, government, languages spoken, or population. Visuals, maps, charts, etc are all encouraged. The students need to “own” these flipbooks. These books will help students understand the foundations of China and Russia in today’s world.The success of the task will be based on the following:1. Students meet “Proficient” level or higher on Task 1 rubric.
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| **Length: 1- 2 days, 70 minute classes** | **Bloom’s Taxonomy Level:**COMPREHENSION/UNDERSTANDING - 2 |
| **Scoring Guide for Authentic Performance Task 1 (Insert link to document)** | [Resources/General Rubrics/MakingABrochureRubric.pdf](Resources/General%20Rubrics/MakingABrochureRubric.pdf)\* Will need to modified, but has the general characteristics of a foldable |
| **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)**  |
| INDIRECT INSTRUCTION, writing to inform:<http://olc.spsd.sk.ca/DE/PD/instr/strats/writinginform/index.html>INDIRECT INSTRUCTION, concept mapping:<http://olc.spsd.sk.ca/DE/PD/instr/strats/conceptmap/index.html> | Having organized notes is very important for all students, but especially students with learning disabilities. For this task the “less is more” strategy is recommended. Really choose what is most important for students to know versus what could they ultimately look up on their phone, or do without.Teachers can also prepare pictures for some of the pages to help prompt the students on what to include. The visual may also help them remember the content. | Students could create a diorama that shows what the physical features of the countries look like as well. The diorama could include various animal and plant species found in different regions of the countries. Students should be encouraged to make the dioramas as life-like as possible.* <http://www.stormthecastle.com/mainpages/dioramas/diorama_tutorial1.htm>
 | Directions on making the graphic organizer:* [Resources/How to Make a LayeredLookBook or Foldable.pdf](Resources/How%20to%20Make%20a%20LayeredLookBook%20or%20Foldable.pdf)

Free resources on the history of China from the Department of Education:* <http://www.free.ed.gov/subjects.cfm?subject_id=204&toplvl=22&res_feature_request=1>

Free resources on the history of Russia for the Dept. of Education:* <http://www.free.ed.gov/subjects.cfm?subject_id=202&toplvl=22&res_feature_request=1>

http://www.free.ed.gov/subjects.cfm?subject\_id=204&toplvl=22&res\_feature\_request=1<http://www.free.ed.gov/subjects.cfm?subject_id=204&toplvl=22&res_feature_request=1> |

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| **Authentic Performance Task 2**  |
| **Outcomes Addressed in Authentic Performance Task 2**  | **Priority Standards:*** **Economics 3.2(b) Identify patterns of trade between places based on distribution of resources.**
* **Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time**

Supporting Standards:* 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(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(a) Interpret maps and other geographic tools to find patterns in human and physical systems
* Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.
* Economics 3.2(c) Compare and contrast the relative value and different uses of several types of resources.

Economics 3.2(c) Compare and contrast the relative value and different uses of several types of resources. |
| **Description of Authentic Performance Task 2** | Students will start off this task by analyzing a timeline of China’s history. Now that students understand the geography and basic human characteristics of Central Asia today they are going to learn how these countries got to where they are today. * Include an activity where students get to listen to and analyze Chinese music. Include background information on the types of instruments used. Continue playing music when students are constructing their future projects (masks and robes)
* Students will read about ancient Chinese emperors, and chose one to focus on. For that emperor students will create a mask and robe (see lesson below) that shows what that emperor valued.
* Students will then reference their timeline again (and maps if necessary) to see when dynasties started to transform into countries.
* Students will end by listing some of the inventions and accomplishments of the ancient Chinese and they will have to answer the essential question: **How did the Silk Road connect China to Europe? Why was this important?** Students should understand that the culture and accomplishments of one society can effect other societies, past and present.

The success of the task will be based on the following:1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources.
2. Students meet “Proficient” level or higher on Task 2 rubric.
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| **Length: 2 – 3 days, 70 minutes classes** | **Bloom’s Taxonomy Level:** COMPREHENSION/UNDERSTANDING – 2SYNTHESIS/CREATION - 6 |
| **Scoring Guide for Authentic Performance Task 2 (Insert link to document)** | [Resources/General Rubrics/MakingHistoricalArtRubric.pdf](Resources/General%20Rubrics/MakingHistoricalArtRubric.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)**  |
| INTERACTIVE INSTRUCTION, cooperative learning:<http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/index.html>  | * Heterogeneous groups with assigned roles will be the key to success
* Cloze handouts/activities may also be good since there is a fair amount of reading
 | WebQuests will be great for your advanced learners because they can EXPERIENCE the Silk Road* <http://silkroadsagepark.wordpress.com/>
 | [Resources/Russia and China Lessons/Creating Imperial Robes about Legendary Emperors.pdf](Resources/Russia%20and%20China%20Lessons/Creating%20Imperial%20Robes%20about%20Legendary%20Emperors.pdf)[Resources/Russia and China Lessons/The First Emperor of China Interactive Notes.pdf](Resources/Russia%20and%20China%20Lessons/The%20First%20Emperor%20of%20China%20Interactive%20Notes.pdf)[Resources/Russia and China Lessons/China- dynasties.key](Resources/Russia%20and%20China%20Lessons/China-%20dynasties.key)[Resources/Russia and China Lessons/Chinese Music summary.pdf](Resources/Russia%20and%20China%20Lessons/Chinese%20Music%20summary.pdf) |

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| **Authentic Performance Task 3**  |
| **Outcomes Addressed in Authentic Performance Task 3** | **Priority Standards:*** **History 1.2(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”**

Supporting Standards:* 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(c) Describe the foundation and development of key historical topics. Topics to include, but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism.
* 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(a) Interpret maps and other geographic tools to find patterns in human and physical systems
* Geography 2.1(c) Collect and analyze data to make geographic inferences and predications regarding the Eastern Hemisphere.
* Geography 2.2(a) Classify data to construct thematic maps and make inferences.
* Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.
* Civics 4.2(d) Describe common interests and evaluate examples of global collaboration
* Civics 4.2(e) Use criteria that identify the attributes of a good government and apply to specific examples
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| **Description of Authentic Performance Task 3** | Students will write to inform an audience on how Russia and China have changed politically and economically over time. Students will read articles (see below) on both countries and write a summary on each – focusing on the political and economic characteristics. Then students will create a timeline of more recent political and economic events on China and Russia, so students can visualize how the changes occurred. Ultimately students should be able to answer the essential question, **How have the political and economic systems of Central Asia changed over time?** As a closing activity, have students create a political cartoon on the politics and/or economics of China and/or Russia. The cartoon should be relevant to today, or a specific historical event.The success of the task will be based on the following:1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources.
2. Students meet “Proficient” level or higher on Task 3 rubric.
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| **Length: 2 – 3 classes, 70 minutes per class** | **Bloom’s Taxonomy Level:**COMPREHENSION/UNDERSTANDING – 2CREATION - 6 |
| **Scoring Guide for Authentic Performance Task 3 (Insert link to document)** | [Resources/General Rubrics/TimelineRubric.pdf](Resources/General%20Rubrics/TimelineRubric.pdf)One handout you can use to assess students:[Resources/Russia and China Lessons/china\_economy\_handout.pdf](Resources/Russia%20and%20China%20Lessons/china_economy_handout.pdf)[Resources/Russia and China Lessons/china\_economy\_key.pdf](Resources/Russia%20and%20China%20Lessons/china_economy_key.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)**  |
| INDIRECT INSTRUCTION, writing to inform:<http://olc.spsd.sk.ca/DE/PD/instr/strats/writinginform/index.html>  | ELL/ESL strategies:<http://iteslj.org/Lessons/> Make sure to help students with the text, as some of it is difficult for struggling readers* Shorten it
* Have them highlight
* Have notes ready for students, to help them focus on key ideas
 | Create guidelines for students to try and create their own country. They can pick the type of government and economy they want to have. They will have to evaluate what works best, who benefits, who loses, and how sustainable it is. They will also have to outline political rights and processes. | Article on China’s economic changes -* [Resources/From Red China to Green.doc](Resources/From%20Red%20China%20to%20Green.doc)

Article on Russia’s economic changes - * [file://localhost/Resources:Russia and China Lessons:Communism:FRONTLINE/WORLD Russia Converts from Communism to Capitalism.pdf](file://localhost/Resources%3ARussia%20and%20China%20Lessons%3ACommunism%3AFRONTLINE/WORLD%20Russia%20Converts%20from%20Communism%20to%20Capitalism.pdf)

Handouts from BrainPop on Communism:* [Resources/Russia and China Lessons/Communism/Communism, Theory Article.pdf](Resources/Russia%20and%20China%20Lessons/Communism/Communism%2C%20Theory%20Article.pdf)
* [Resources/Russia and China Lessons/Communism/Communism Cartoon.pdf](Resources/Russia%20and%20China%20Lessons/Communism/Communism%20Cartoon.pdf)
* [Resources/Russia and China Lessons/Communism/Communism, in depth article.pdf](Resources/Russia%20and%20China%20Lessons/Communism/Communism%2C%20in%20depth%20article.pdf)
* [Resources/Russia and China Lessons/Communism/Communism, Real Life article.pdf](Resources/Russia%20and%20China%20Lessons/Communism/Communism%2C%20Real%20Life%20article.pdf)

Handouts/Assessment* [Resources/Russia and China Lessons/china\_economy\_handout.pdf](Resources/Russia%20and%20China%20Lessons/china_economy_handout.pdf)
* [Resources/Russia and China Lessons/china\_economy\_key.pdf](Resources/Russia%20and%20China%20Lessons/china_economy_key.pdf)
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| **Authentic Performance Task 4**  |
| **Outcomes Addressed in Authentic Performance Task 4**  | **Priority Standards:*** **Economics 3.2(b) Identify patterns of trade between places based on distribution of resources.**
* **Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time**

Supporting Standards:* Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.
* Civics 4.2(d) Describe common interests and evaluate examples of global collaboration
* Civics 4.2(e) Use criteria that identify the attributes of a good government and apply to specific examples
* Economics 3.2(c) Compare and contrast the relative value and different uses of several types of resources.
 |
| **Description of Authentic Performance Task 4** | Students will create a scrapbook of newspaper articles that detail other current events in Russia and China. They will write a one-paragraph summary of each article. Then, categorize the articles based on their focus (economy, international relations, military actions, science, etc.). What trends do you find over a two-week to one month period of time? Students who do not have access to a newspaper or current magazine at home can use free online newspapers (Teachers can subscribe to Newspapers in Education for free). After completing both Task 3 and Task 4 students should be able to answer the essential question: **Why has China become an economic super power while Russia has struggled?**The success of the task will be based on the following:1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources.
2. Students meet “Proficient” level or higher on Task 4 rubric.
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| **Length: One week** | **Bloom’s Taxonomy Level:**ANALYSIS – 4EVALUATION/JUSTIFICIATION – 5SYNTHESIS/ CREATION - 6 |
| **Scoring Guide for Authentic Performance Task 4 (Insert link to document)** | [Resources/General Rubrics/ResearchProjectPlanningRubric.pdf](Resources/General%20Rubrics/ResearchProjectPlanningRubric.pdf)OR[Resources/General Rubrics/NewspaperRubric.pdf](Resources/General%20Rubrics/NewspaperRubric.pdf) |
| **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)**  |
| INDIRECT INSTRUCTION, writing to informOREXPERIENTAL LEARNING, simulation | For students who are having trouble understand the different economic systems, you could do a mini-simulation with them of communism versus free- market. By experiencing the economy students will better understands the benefits and costs. | Advanced students can complete their current event scrap book longer than the rest of the class. When they’re done students can share their results with the rest of the class and put their scrapbooks up in the hallway. | Article and lesson on the economy:* [Resources/Russia and China Lessons/Making Sense of the World Economy - NYTimes.com.webarchive](Resources/Russia%20and%20China%20Lessons/Making%20Sense%20of%20the%20World%20Economy%20-%20NYTimes.com.webarchive)

Show the video: Shift Happens – it is on YouTube and makes students realize how much the world is changing in an engaging way.Market vs Socialist Economcy Simulation Game:* <http://montessorimuddle.org/2010/10/15/capitalism-vs-socialism-a-simulation-game/>

Another simulation* [Resources/Understanding Communism in Theory Simulation.doc](Resources/Understanding%20Communism%20in%20Theory%20Simulation.doc)
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| **Overview of the Engaging Scenario** |
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| **Please answer the following questions in your description of the Engaging Scenario for this unit of study:**1. **What is the situation?**
2. **What is the challenge?**
3. **What role(s) does the student assume?**
4. **Who is the audience (preferably an external audience)?**
5. **What is the product or performance the student will demonstrate and/or create?**
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| **Interdisciplinary Connections** |
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| **Overall Reflections on the Instructional Unit** |
| **Current Status** | **Changes to Implement** |
| Update formatting for some parts of the unitMake answer key for updated testAdd interdisciplinary connections |  |