Delta County Schools

Curriculum Design

7th Grade Social Studies Unit 7 Plan-Organizer

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| **Subjects(s)** | Social Studies |
| **Grade/Course** | 7th Grade |
| **Unit of Study**  | Modern Europe |
| **Unit Type(s)** | [x] Topical     [ ] Skills-based   [ ] Thematic |
| **Length of Unit** | 3 weeks [7th Grade Pacing Guide Social Studies.xls](7th%20Grade%20Pacing%20Guide%20Social%20Studies.xls) |

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| **Priority Outcomes (Essentials)** |
| 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 diffusionCivics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over timeCivics 4.2 (b) Evaluate how various nations interact, resolve their differences, and cooperate |

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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 1.1(b) Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.History 1.2(a) Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere.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.Economics 3.2(f) Explain the role of taxes in economic production and distribution of resources, PFL.Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.Civics 4.1(b) Evaluate how various nations interact, resolve their differences, and cooperate.Civics 4.2 (a) Compare different forms of government in the world and how they derive their authority. |

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| **“Unwrapped” Concepts****(students need to know)** | **“Unwrapped” Skills”****(students need to be able to do)** | **Bloom’s Taxonomy Levels** |
| * Characteristics and distribution of physical systems, cultural patterns, economic interdependence
* Examples illustrating how various government and citizens interact
* How interactions change
* How various nations interact, resolve their differences, and cooperate
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| **Essential Questions** | **Corresponding Big Ideas** |
| 1. How does the European Union allow nations to interact with one another and the world?2. How have major world events (such as, but not limited to World War II, and the Cold War) affected Europe? |  1. The European Union has allowed Europe to have greater influence on the global economy. (SYSTEMS AND INTERACTIONS BECAUSE OF CULTURAL DIFFUSION, ECONOMIC INTERDEPENCE, AND FORMS OF GOVERNMENT AND ORGANIZATIONS)2. Major events of Europe have reshaped countries boundaries, economies, and governments. (INQUIRY BECAUSE STUDENTS WILL CLASSIFY DATA, CREATE INFERENCES AND PREDICTIONS, AND USE SOURCE DISCERNMENT) |

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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 7 Pre Test.doc](7th%20Grade%20SS%20Unit%207%20Pre%20Test.doc) | [Europe in the 20th Century Quiz.pdf](Resources/Unit%207%20Formative%20Assessments/Europe%201900s%20and%20today/Europe%20in%20the%2020th%20Century%20Quiz.pdf)Alternative test or re-test:[Europe Today Test.pdf](Resources/Unit%207%20Formative%20Assessments/Europe%201900s%20and%20today/Europe%20Today%20Test.pdf) |
| **Post-Assessment** |
| [7th Grade SS Unit 7 Answer Key Post.doc](7th%20Grade%20SS%20Unit%207%20Answer%20Key%20Post.doc)[7th Grade SS Unit 7 Post Test.doc](7th%20Grade%20SS%20Unit%207%20Post%20Test.doc) |
| **Scoring Guides and Answer Keys** |
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| **Unit Vocabulary Terms** |
| **The following vocabulary terms are recommended, but not limited to:****Countries**: **Member States of the European Union (EU) as of June 2012**: Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, United Kingdom**Candidate Countries for the European Union (EU) as of June 2012**: Croatia, Former Yugoslav Republic of Macedonia, Iceland, Montenegro, Serbia, Turkey**Other European Countries**: Albania, Andorra, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Liechtenstein, Moldova, Monaco, Norway, Russia, San Marino, Switzerland, Ukraine, Vatican City**Physical Features**: Mediterranean Sea, peninsula, fjord, Ural Mountains, plain, Danube River, Thames River, Rhine River, Alps Mountains**General Key Terms**: European Union, currency, euro, tariff, standard of living, Court of Justice, ethnic group, constitutional monarchy, parliamentary power, prime minister, colonies, imperial power, civil rights, homogenous, nationalized, raw materials, industrialized, imported, neutral, dictator, censored, command economies, coup d’etat, free-market economies, literacy, self-rule, London, secede, Charles Dickens, Riksdag (Sweden’s parliament), armed neutrality, hydroelectricity, Charles de Gaulle, French Resistance, Jean Monnet, socialism, impressionism, Berlin Wall, reunification, Ludwig van Beethoven, censorship, dissident, Lech Walesa,  |

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| **Authentic Performance Tasks** | **Engaging Learning Experiences****Synopsis of Authentic Performance Tasks** | **Suggested Length of Time** |
| **Task 1** | Students will create a food map based off a blank political map of Europe. On the food map students will use a key to identify actual countries (color coated, numbered, etc), while the map will include types of crops grown, and cultural dishes | **3 – 5 days, 70 minute classes** |
| **Task 2** | Students will develop a brochure for a country or region in Europe advertising the physical and human characteristics of the region. Ultimately the brochure should also convince anyone who reads it to visit the region. [Standard: Geography 2.1(b)] | **4 days, 70 minute classes** |
| **Task 3** | Students create a visual timeline of Europe over the last 100 years. The visual timeline focuses on key events, ideas, people and places (such as World War I, Winston Churchill, the Berlin Wall, Queen Elizabeth). Each student has to complete at least one aspect of the timeline | **2 – 3 days, 70 minute classes** |
| **Task 4** | Students will engage in a Model European Union simulation through which students will discuss real life issues that European countries are solving today. | **3 – 5 days, 70 minute classes** |
| **Brief Overview of the Engaging Scenario** |
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| **Authentic Performance Task 1**  |
| **Outcomes Addressed in Authentic Performance Task 1**  | **Priority Standards:*** **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 diffusion**

Supporting Standards:* History 1.1(a) Determine and explain the interdependence of people around the world during significant eras or events.
* 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.
* Economics 3.2(f) Explain the role of taxes in economic production and distribution of resources, PFL.
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| **Description of Authentic Performance Task 1** | Students will create a food map based off a blank political map of Europe. On the food map students will use a key to identify actual countries (color coated, numbered, etc), while the map will include types of crops grown, and cultural dishes. Once students complete the research on where food is grown, and what cultures cook or bake the students’ can chose a dish to make for their classmates. Students need to also break down the projected cost of their food in the currency of the country where the food is from, and be able to explain how they figured that out. This activity is assessing map skills, research skills, and economic skills (exchange rates) all of which will help to understand Europe today.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 1 rubric.
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| **Length: 3 – 5 days** | **Bloom’s Taxonomy Level:**CREATION - 6 |
| **Scoring Guide for Authentic Performance Task 1 (Insert link to document)** | [MakingAMapRubric.pdf](Resources/General%20Rubrics/MakingAMapRubric.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)**  |
| INDIRECT INSTRUCTION, reading for meaning and writing to informEXPERIENTIAL LEARNING, field observation (cooking) | Visuals to help students see how different countries eat: [http://www.time.com/time/photogallery/0,29307,1626519,00.html](http://www.time.com/time/photogallery/0%2C29307%2C1626519%2C00.html)  | Have students construct a class cookbook, produce it, and distribute it to the class or the school. | Book recommendations:Hungry Planet by Peter Menzel, or Material World, also by MenzelFree resources on Europe from the Dept. of Education:<http://www.free.ed.gov/subjects.cfm?subject_id=203&toplvl=22&res_feature_request=1>The World’s Favorite Currency Site:<http://www.xe.com/currency/eur-euro> Currency Converter:<http://finance.yahoo.com/currency-converter/#from=USD;to=EUR;amt=1> Recipes - <http://allrecipes.com/recipes/world-cuisine/europe/>A Taste of Europe – a project about food production<http://www.atasteofeurope.eu/>  |

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| **Authentic Performance Task 2**  |
| **Outcomes Addressed in Authentic Performance Task 2**  | **Priority Standards:*** **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 diffusion**
* **Civics 4.2 (b) Evaluate how various nations interact, resolve their differences, and cooperate**

Supporting Standards:* History 1.1(a) Determine and explain the interdependence of people around the world during significant eras or events.
* History 1.1(b) Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.
* History 1.2(a) Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere.
* 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.
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| **Description of Authentic Performance Task 2** | Individuals or pairs will be able to describe how **human-environment interaction affects economic interdependence** (Big Idea) in specific world regions. In process the student(s) will develop a brochure for a country or region in Europe advertising the physical and human characteristics of the region. The brochure should include: the states/provinces/countries that make up that region, a map of the region, the physical features of the region, the industries/agriculture of the region, and at least two examples of culture/history in the region. Ultimately the brochure should also convince anyone who reads it to visit the region.The success of the task will be based on the following:1. Students respond to Essential Question with Big Idea by creating a brochure.
2. Students meet “Proficient” level or higher on Task 2 rubric.
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| **Length: 4 days** | **Bloom’s Taxonomy Level:**MAKE PREDICTIONS – 4ANALYZE – 4INTERPRET - 2ANALYZE, INTERPRET – 4, 2 |
| **Scoring Guide for Authentic Performance Task 2 (Insert link to document)** | [7th SS Task 2 Scoring Guide.doc](Resources/7th%20SS%20Task%202%20Scoring%20Guide.doc) |
| **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)**  |
| * Indirect instruction through reading for meaning, and writing to inform.
* Link to explanation of strategies:

[Indirect Instructional Strategies](http://olc.spsd.sk.ca/DE/PD/instr/indirect.html) | * Teachers can use “Complex Instruction.” This strategy uses challenging materials, open-ended tasks, and small instructional groups. Teachers move among the groups as they work, asking students questions and probing their thinking.
 | * Students work in a group to create a commercial advertising the region.
 | * Background information on countries published by the CIA

Link: [The World Factbook](https://www.cia.gov/library/publications/the-world-factbook/)* A glossary and references from National Geographic
* <http://www.nationalgeographic.com/xpeditions/lessons/05/g68/geospy.html>

Link: [National Geographic Education Reference](http://education.nationalgeographic.com/education/reference-and-news/?ar_a=1&ar_r=1) |

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| **Authentic Performance Task 3**  |
| **Outcomes Addressed in Authentic Performance Task 3** | **Priority Standards:*** **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 diffusion**

Supporting Standards:* History 1.1(a) Determine and explain the interdependence of people around the world during significant eras or events.
* 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.
* Economics 3.2(f) Explain the role of taxes in economic production and distribution of resources, PFL.
* Civics 4.1(b) Evaluate how various nations interact, resolve their differences, and cooperate.
* Civics 4.2 (a) Compare different forms of government in the world and how they derive their authority.
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| **Description of Authentic Performance Task 3** | Students create a visual timeline of Europe over the last 100 years. The visual timeline focuses on key events, ideas, people and places (such as World War I, Winston Churchill, the Berlin Wall, Queen Elizabeth). Each student has to complete at least one aspect of the timeline. Then as a class, the students put the timeline in order, and display it somewhere in the school. This activity will help students answer the essential question: **How have major world events (such as, but not limited to World War II, and the Cold War) affected Europe?**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 days, 70 minute classes** | **Bloom’s Taxonomy Level:**COMPREHENSION - 2 |
| **Scoring Guide for Authentic Performance Task 3 (Insert link to document)** | [TimelineRubric.pdf](Resources/General%20Rubrics/TimelineRubric.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)**  |
| INDEPENDENT STUDY, research project:<http://olc.spsd.sk.ca/DE/PD/instr/strats/researchprojects/index.html>  | Have a list of specific people, events and ideas ready for students who may have trouble choosing or focusing. Make sure they are high interest. | Advanced students can make a game of all of the people, events, and ideas that the class chooses to highlight from the past 100 years or they could make a book. | Use your textbook to give a general summary of events in the twentieth century.Check out books on specific topics of interest for students form the local library.Useful websites:European Union<http://europa.eu/index_en.htm> World Digital Library<http://www.wdl.org/en/>National History Day – resources on European History:<http://www.nhd.org/researchcentral.htm> |

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| **Authentic Performance Task 4**  |
| **Outcomes Addressed in Authentic Performance Task 4**  | **Priority Standards:*** **Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time**
* **Civics 4.2 (b) Evaluate how various nations interact, resolve their differences, and cooperate**

Supporting Standards:* History 1.1(a) Determine and explain the interdependence of people around the world during significant eras or events.
* Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.
* Civics 4.1(b) Evaluate how various nations interact, resolve their differences, and cooperate.
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| **Description of Authentic Performance Task 4** | Students will engage in a Model European Union simulation through which students will discuss real life issues that European countries are solving today. * On a map of Europe, show the students the member countries, and if there is time have students create their own map (including the candidate countries Croatia, Macedonia, and Turkey.)
* Organize students into a model EU, with most of the class representing the member countries and a few representing the candidate countries. Assign each student to represent a specific country, either an EU country or a candidate country. In order to participate in this activity, students should read a report of the country they represent (and that of at least one of the candidate countries), so that they can support their country's interests in a debate.
* Have the students each bring in at least one news article about an issue facing the EU. The article should deal with new member states, economic policy, or how to govern the EU. Then pick three main topics to debate, with at least one topic being the admission of new member countries.
* Have students representing the member countries and candidate countries debate the pros and cons of admitting the new nations. Presentations should focus on the positive aspects of the countries and on what they can contribute to the European Union as a whole. Then have presentations on the other issues.
* After all the presentations are given, have the students vote on the topics. They should be able to explain the rationale for their decisions to the class. Lead a follow-up discussion about what the students learned from the Model EU.

 This activity will help students answer the essential question: **how does the European Union allow nations to interact with one another and the world?**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: 3 – 5 days, 70 minute classes** | **Bloom’s Taxonomy Level:**EVALUATION/JUSTIFICATION - 5 |
| **Scoring Guide for Authentic Performance Task 4 (Insert link to document)** | [Class Debate Rubric.pdf](Resources/General%20Rubrics/Class%20Debate%20Rubric.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)**  |
| EXPERIENTIAL LEARNING, simulation | Clarify roles in the simulation, so students of all abilities and learning styles feel supported and comfortable. | Students could write European embassies to try and learn more directly from the experts.Students could apply to a Pen Pal Program with a student from Europe. | The actual Model European Union website:* <http://www.meu-strasbourg.org/index.php/what-is-meu/introduction>

Model EU lessons for the simulations:* <http://www.indiana.edu/~eucenter/curricular_resources.shtml>

CultureGrams Lesson* <http://www.proquestk12.com/bulletins/09APR/TM_CultureGrams.shtml>

Resources/Research* <http://www.proquestk12.com/landings/CultureGrams.shtml>
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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** |
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