

# Helena-West Helena School District

## *Ratcheting Up the Three R's*

### **All Subjects Instructional Unit Plan**

Subject: Social Studies	Estimated Length of Unit: 8 weeks	Beginning Date: October 12	Projected Ending Date: December 11
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Course World Geography	Grade 7th
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Unit Theme, Big Idea, or *Essential Question*:

North America

#### **UBD Stage One-Desired Results (A is Optional)**

A. Students will be able to independently use their leaning to...(Transfer Goals)

- 1.
- 2.
- 3.

B. Students will understand that...

1. People, places and ideas change over time.
2. Over time, people adapt to their environment.
- 3.

C. Students will know...

1. The United States is made up of various regions that have different industries and agriculture.
2. All of the regions play a role in the history and economy of the United States
3. Climate, landforms, and waterways help to shape the United States.
4. The geography, climate, and political organization of Canada.
5. About the First Nations and the influence of France and England on the people of Canada.
6. Canada and the United States have close geographic, economic, and political ties.
7. Mexico is the site of the ancient Aztec capital of Tenochtitlan.
8. Mexico has benefited from the North American Free Trade Agreement (NAFTA).
9. Central American and Caribbean went through long periods of colonialism, before achieving independence.

D. Students will be Skilled at...

1. Analyzing a map to identify cities, states, provinces, and islands in North and Central America.
2. Use a time line to discuss significant events in the history of the United States, Canada, Mexico, Central America, and the Caribbean Islands.
3. Analyze the physical landscapes and climates of North America.
4. Discuss modern and historical economies and identify industry and agriculture in North

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- and Central America.
5. Discuss the political and economic relationships between countries in North America.
  6. Analyze the path to independence for countries in North and Central America.

## Frameworks and Common Core State Standards

Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
<p>WST.1.7.1 Evaluate the characteristics, functions, advantages, and disadvantages of various geographic</p> <p>WST.3.7.1 Analyze the combinations of physical and human characteristics that make places and regions similar to and different from other places and regions.</p> <p>WST.3.7.2 Analyze perceptions people have of places and regions around the world based on direct experiences and indirect experiences.</p> <p>WST.4.7.1 Explain physical and cultural changes in places and regions over time using a variety of sources including geographic representations.</p> <p>HS.6.7.1 Examine the cultural characteristics of various regions</p> <p>EX.9.7.1 Examine ways people have adapted to the physical environment over time.</p>	<p>RH.6-8.4 Determine the meaning of symbols, key terms, and other domain specific words and phrases.</p>	<p>WHST.6-8.2D Use precise languor and domain specific vocabulary to inform about or explain the topic.</p>	<p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clergy a topic, text, or issue under study.</p>

### Unit Specific Vocabulary

sub-region, lock, tributary, levee, coastal plain, fall line, hurricane, indigenous, colonists, agriculture, industry, metropolitan, tourism, civil rights, Rust Belt, service industry, cordillera, timberline, contiguous, Continental Divide, irrigation, chinook, ethanol, national park, nomadic, pueblo, mission, frontier, Manifest Destiny, extinct, reservation, Mormon, Dust Bowl, topsoil, agribusiness, aerospace, province, territory, shield, coniferous, deciduous, archipelago, tundra, fishery, aboriginal, Metis, transcontinental, granary, metropolitan area, bilingual, peacekeeping, separatist, autonomy, acid rain, isthmus, tierracaliente, tierratemplada, tierrafría, bauxite, dormant, staple, surplus, conquistador, colonialism, revolution, plantation, cash crop, caudillo, Columbian Exchange, maquiladora, mural, dependence, free-trade zone, remittance, reggae

UBD Stage Two-Evidence

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Pre Assessment

- **Attach Copy at the End of the Unit**

**Traditional Assessment** Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.

- Proposed Date for Traditional Assessment \_\_\_\_\_
- **Attach a copy to the end of this unit.**

**B. Project-Based Assessment** Choose four options for this Unit of Instruction that students can choose from for their project-based Assessment.

- **Create a handout that lists the four options and includes instructions and a rubric for each choice.**
- **Proposed Date for Project-Based Assessment Presentations** \_\_\_\_
- **Attach a copy of the handout explaining the choices for the project and how to obtain the rubric to the end of this unit.** \_\_\_\_\_

**Alternative Assessment** or Big Finale -----What choices will be given students for this Unit?

- |                  |                      |
|------------------|----------------------|
| Comic Strip      | Diary                |
| Interview        | Letter to the Editor |
| Newspaper Story  | Radio Program        |
| Newscast         | Monologue            |
| Poem or Song     | Slideshow            |
| Brochure         | Model                |
| Press Conference | Play                 |
| Soundtrack       | Essay                |
| Rewrite          | Oral Interpretation  |

## Introducing the Unit

### Anchoring Activity

This activity should engage the students and establish the relevance of the entire unit of study.

<p style="text-align: center;">Anchoring Activity</p> <p>Video Clip, Song, Poem, Current Event Brainstorming Activity Socratic Seminar Other _____</p>	<p style="text-align: center;">Description of Anchoring Activity</p> <p style="text-align: center;">Video Clips of the History of the United States, Canada, Caribbean and Central America.</p>
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Now that you have established what the students need to know and be able to do at the end of this unit of study, now plan the day-to-day learning experiences.

<b>UBD Stage Three-Learning Plan</b>		
<b>Lesson # Date/Day</b>	<b>Teaching/ Delivery Method (What I will say or do)</b>	<b>Check for Understanding (What will the students say or do)</b>
<b>Lesson 1 9/21— Monday</b>	<p><b>How do the physical features of the western United States make the region unique (different)?</b></p> <p><b>How do the bodies of water in the region affect people’s lives?</b></p> <p><b>What factors influence the climates of the region?</b></p> <p><b>What resources does the region have?</b></p>	<p><b>ex. What region /climate region do we live in?</b></p> <p><b>What resources do we have within our area?</b></p>
<b>Lesson 2 9/23— Wednesday</b>	<p><b>How did life in the region change for Native Americans?</b></p> <p><b>How did people in the states west of the Mississippi live?</b></p>	<p><b>ex. They were forced to live on reservations.</b></p> <p><b>Gold Rush</b></p>
<b>Lesson 3 9/28— Monday</b>	<p><b>Where do the people of the region live?</b></p> <p><b>How do the people of the region make their living?</b></p>	<p><b>ex. Do we live in a urban or rural area?</b></p> <p><b>How do people in our area make a living?</b></p>
<b>Lesson1 Chapter 6 10/5—Monday</b>	<p><b>How is Canada’s physical geography similar to and different from that of the United States?</b></p> <p><b>What bodies of water are important to Canada?</b></p>	<p><b>ex. Why do Canadian live less than 150 miles from the U.S. border?</b></p> <p><b>Pacific, Atlantic, Arctic Oceans, and St. Lawrence Seaway.</b></p>
<b>Lesson 2 10/7— Wednesday</b>	<p><b>How did native peoples of Canada live before Europeans came to the area?</b></p> <p><b>How did migration and settlement change Canada?</b></p> <p><b>How did Canada change in the 1900s?</b></p>	<p><b>ex. They farmed, fished, and hunted.</b></p> <p><b>Migration led to assimilation (religion).</b></p> <p><b>Canada gained independence from Great Britain.</b></p>
<b>Lesson 3 10/12 Monday</b>	<p><b>Where and how do Canadians live?</b></p> <p><b>What is Canada’s relationship with other nations?</b></p> <p><b>What challenges do Canadians face?</b></p>	<p><b>ex. They live in the provinces of Ontario and Quebec.</b></p> <p><b>Good relationship economically, politically, and socially.</b></p> <p><b>Some want to separate from Canada and they face the effects of climate change.</b></p>
<b>Lesson 1 Chapter 7 10/15 Thursday</b>	<p><b>What landforms and waterways do Mexico and Central America have?</b></p> <p><b>How are the Caribbean Islands alike and different from one another?</b></p>	<p><b>ex. They both lie along the Ring of Fire.</b></p> <p><b>Why was the Panama Canal to important?</b></p> <p><b>They enjoy the same tropical/wet climate and hurricanes. They differ because some of the islands are formed from underwater mountain chains. While others are formed from volcanic mountains.</b></p>

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