

# Helena-West Helena School District

## *Ratcheting Up the Three R's*

### All Subjects Instructional Unit Plan

|  |                                      |                              |                                       |
|--|--------------------------------------|------------------------------|---------------------------------------|
| Subject: Social Studies  | Estimated Length of Unit:<br>9 weeks | Beginning Date:<br>January 5 | Projected Ending Date:<br>February 26 |
| Course: World Geography  |                                      | Grade: 7th                   |                                       |
| Unit Theme, Big Idea, or <i>Essential Question</i> :<br><br>How does geography influence the way people live?  |                                      |                              |                                       |
| <b>UBD Stage One-Desired Results (A is Optional)</b>   |                                      |                              |                                       |
| A. Students will be able to independently use their leaning to...(Transfer Goals)<br>1.<br>2.<br>3.  |                                      |                              |                                       |
| B. Students will understand that...<br>1. People, places, and ideas change over time.<br>2. Over time, people adapt to their environment.<br>3.  |                                      |                              |                                       |
| C. Students will know...<br>1. There is more influence on the area and the population than just the Amazon River.<br>2. Brazil is home to forests, minerals, and farmland.<br>3. Colonized by Portugal in the 1500s, many of the indigenous peoples were enslaved or killed.<br>4. Brazilian population contains a variety of racial and ethnic groups and has a rich culture and heritage.<br>5. The landscapes and waterways make up the unique landscapes of the Tropical North.<br>6. There are many various resources in the Tropical North.<br>7. The Andean countries have a unique geography that shapes their landscape and their culture.<br>8. The Andean and Midlatitude countries both have unique geography that affects their industry, travel, trade, and agriculture. |                                      |                              |                                       |
| D. Students will be Skilled at...<br>1. Using a map to identify Brazil, countries of the Tropical North, and Andean and Midlatitude countries.<br>2. Use a time line to discuss significant events in the history of the countries.<br>3. Discuss how development has impacted the environments and the economies.<br>4. Describe the physical geography and various climates, including climate extremes.   |                                      |                              |                                       |

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5. Identify natural resources and major crops.
6. Describe indigenous populations.
7. Analyze how countries gained independence.
8. Discuss the governments of modern Brazil.
9. Examine the different ethnic and language groups.
10. Discuss European colonization.
11. Discuss the instability of governments in the Tropical North that have resulted in revolutions.
12. Describe religions, daily life, and the arts.
13. Describe the effect of latitude on climate.
14. Explain the rise and fall of the Inca Empire.
15. Discuss major population patterns in South America.

## Frameworks and Common Core State Standards

| Frameworks  | CCSS Reading  | CCSS Writing   | CCSS Speaking and Listening   |
|---|---|--|---|
| <p>WST.2.7.1 Analyze the combinations of physical and human characteristics that make places and regions similar to and different from other places and regions.</p> <p>ES.9.7.4 Examine human induced changes in one place or region and its effects on other places or regions.</p> | <p>RH.6-8.7 Integrate visual information with other information in print and digital texts.</p> | <p>WHST.6-8.2D Use precise language 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.</p> |

### Unit Specific Vocabulary

Tributary, basin, rain forest, canopy, plateau, escarpment, pampas, Tropics, temperate zone, indigenous, slash-and-burn agriculture, emancipate, compulsory, hinterland, metropolitan area, central city, favela, elevation, trade winds, cash crop, immunity, encomienda, hacienda, cordillera, altiplano, pampas, estuary, altitude, smallpox, guerrilla, multinational, coup, pueblo joven

## UBD Stage Two-Evidence

### 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.**

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**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,<br/>Song,<br/>Poem,<br/>Current Event<br/>Brainstorming Activity<br/>Socratic Seminar<br/>Other _____</p> | <p style="text-align: center;">Description of Anchoring Activity</p> <p>Video clips on Brazil, Tropical North, Andes and Midlatitude Countries</p> |
|--|--|

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.

## UBD Stage Three-Learning Plan

| Lesson #<br>Date/Day | Teaching/<br>Delivery Method (What I will say or do)  | Check for Understanding<br>(What will the students say or do)  |
|----------------------|---|--|
| January 5-8/Tuesday  | <b>What are Brazil's physical features?<br/>           What are Brazil's climate and weather like?<br/>           What resources are most plentiful</b> | <b>Does it rain every day in a rainforest? Why is deforestation occurring if mahogany is used to make expensive furniture?</b> |

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|                                      |   |  |
|--------------------------------------|---|--|
|                                      | <b>and important in Brazil?</b>   |  |
| <b>January 11-14/Monday</b>          | <b>How did the Portuguese colony in Brazil develop? How did Brazil gain independence and become a democracy?</b>  | <b>Do we do slash-and-burn farming in the U.S.? Why were African slaves used in the sugarcane plantations?</b> |
| <b>January 15-22/Friday</b>          | <b>What cultures are represented by Brazilians? What is it like to live in Brazil? What challenges does Brazil face?</b>  | <b>Why do people live in favelas? Why soccer is called football?</b>   |
| <b>January 25-28/Monday</b>          | <b>What are the major physical features of the Tropical North? How and why do climates vary in the Tropical North? Which natural resources are most important to the economies of the Tropical North's countries?</b> | <b>Why are the northern countries rich if they have plenty natural resources?</b>                              |
| <b>January 29-February 3//Friday</b> | <b>How did Europeans colonize the Tropical North? How did Spain's colonies become independent countries? What challenges do the countries of the Tropical North face?</b>   | <b>Why are there so many conflicts in the Tropical North?</b>  |
| <b>February 4-11/Thursday</b>        | <b>What ethnic groups populate the Tropical North, and where do they live? What is the Tropical North's culture like? What challenges do the countries of the Tropical North face?</b>                                | <b>Why are there so many different ethnic groups living in the Tropical North?</b>                             |
| <b>February 16-17</b>                | <b>Review/Test</b>  |  |
| <b>February 18-23/Thursday</b>       | <b>What are the physical features of the Andean region? How does climate affect life in the Andean region? Which natural resources are important to the region?</b>   | <b>What's the difference between El Nino and La Nina?</b>  |
| <b>February 24-29/Wednesday</b>      | <b>How has history influenced the region? How did the countries of the Andean region gain their independence?</b>   | <b>Why was Eva Peron more popular than her husband?</b>  |
| <b>March 1-4/Tuesday</b>             | <b>What are the major population patterns in the Andean region? How do ethnic and religious traditions influence people's lives?</b>  | <b>How do the people make a living if most of their land is mountainous?</b>                                   |
| <b>March 7-8/Monday</b>              | <b>Review/Test</b>  |  |
| <b>March 8-11</b>                    | <b>Review/3rd Nine Weeks Test</b>   |  |

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