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| **Unit:** Unit 2 The United States and Canada (Week 15, 3 Weeks) | |
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| **Unit Summary**  **Prerequisite**   |  | | --- | | Hours   * 15 Hours | | Grades   * Grade 7 | | This unit has six lessons, a unit project and a unit test. The course is designed for seventh graders. | | |
| **Stage 1: Desired Results** | |
| **Standards**  **CCSI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSI: Grades 6-8, Reading: History/Social Studies**  2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   * RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.   3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   * RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).   Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   * RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.   Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.   * RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.   8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   * RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.   Range of Reading and Level of Text Complexity  10. Read and comprehend complex literary and informational texts independently and proficiently.   * RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.   **PA: Civics and Government 2009, PA: Grade 7 , 5.1 Principles & Documents of Government**  Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:   * 5.1.7.B. Identify the different types of government and the processes they use in making laws. * 5.1.7.C. Explain how the principles and ideals shape local, state, and national government. • Liberty / Freedom • Democracy • Justice • Equality   **PA: Civics and Government 2009, PA: Grade 7 , 5.3 How Government Works**  5.3. How Government Works   * 5.3.7.A. Compare and contrast the responsibilities and powers of the three branches of government. * 5.3.7.B. Define and compare the role and structure of local, state, and national governments. * 5.3.7.J. Identify various types of governments.   **PA: Economics 2009, PA: Grade 7 , 6. 2 Markets and Economic Systems**  Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:   * 6.2.7.G. Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom?   **PA: Geography 2009, PA: Grade 7 , Geography**  7.1. Basic Geographic Literacy   * 7.1.7.B. Explain and locate places and regions as defined by physical and human features.   7.2. Physical Characteristics of Places and Regions   * 7.2.7.A. Explain the characteristics of places and regions. * 7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.   7.3. Human Characteristics of Places and Regions   * 7.3.7.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities   7.4. Interactions Between People and the Environment   * 7.4.7.A. Describe and explain the effects of the physical systems on people within regions. * 7.4.7.B. Describe and explain the effects of people on the physical systems within regions.   **PA: History 2009, PA: Grade 7 , 8.1. Historical Analysis and Skills Development**  Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:   * 8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.   **PA: History 2009, PA: Grade 7 , 8.3. United States History**  Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:   * 8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history. * 8.3.7.C. Compare how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations * 8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability   **PA: History 2009, PA: Grade 7 , 8.4. World History**  Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:   * 8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations * 8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world. | |
| **Enduring Understandings**   * Geographic and historical influences have shaped the United States and Canada in similar ways. | **Essential Questions**  How has the diversity of both the climate and topography of the five major regions of the United States influenced where and how people live?  How has climate and topography affected where and how people live in Canada?  How have the forces of history shaped the United States and Canada?  What role has immigration and diversity played in shaping the cultures of the United States and Canada?  How are the governments of Canada and the United States similar? How are they different?  How does each country answer the three basic economic questions? How engaged in trade are these two countries with each other and the rest of the world? |
| **Content**  Location and Physical Features of the United States  Location and Physical Features of Canada  Influence of History on the Region  Culture  Governments of the Region  Economic Systems and Issues | **Vocabulary**  contiguous  plains  urban  rural  megalopolis  canyon  desert  hill  mountain  plateau  natural hazards  ecosystem  peninsula  Precambrian  biome  taiga  coniferous  tundra  nomads  colony  colonists  republic  Manifest Destiny  rugged individualism  Underground Railroad  Reconstruction  Jim Crow Laws  communism  Cold War  proxy war  melting pot  terrorism  multiculturalism  Hispanic  Western World  urbanization  demography  mobility  nuclear family  extended family  siblings  social class  personal space  punctuality  Protestants  Catholics  Francophones  Ashcan Group  Group of Seven  limited government  separation of powers  legislative branch  executive branch  judicial branch  prime minister  parliament  congress  states  provinces  governor  premier  economics  scarcity  factors of production  labor  capital  three basic economic questions  free market  mixed economic system  absolute advantage  opportunity cost  comparative advantage  import  export  tariff  quota  protectionism  standard of living  developed country  gross domestic product  two-tiered labor market  NAFTA  currency |
| **Stage 2: Assessment Evidence** | |
| [**Assessment**](http://blendedschools-public.rubiconatlas.org/Atlas/Browse/StandardsDetail/View/Default?CurriculumMapID=214&UnitID=1261&YearID=2014&)  **Assignment**  **Formative: Assignment (Unit Questions & Short Story)**  **Quiz**  **Formative: Quiz**  **Summative: Map Quizzes**  **Performance Assessments**  **Worksheets/Packet**  **Journal**  **Essay Writing Assessment: Travel Journal**  **Discussion Board Posts/Blog**  **Formative: Assignment**  **Test**  **Summative: Test** | |
| **Stage 3: Learning Plan** | |
| **Learning Activities**   |  | | --- | | Direct Instruction   * Structured overview * Compare and contrast * Guides for reading, etc   Indirect Instruction   * Problem solving * Reading for meaning * Reflective discussion * Concept mapping   Interactive Instruction   * Brainstorming * Peer practice * Peer discussion * Cooperative learning groups   Independent Study   * Essays * Computer-assisted activity * Learning activity package * Homework * Assigned questions   Experiential Learning   * Games | |  | | **Resources** |