

Grade 7 Dimensions of Social Studies – Unit 1: Dimensions of Geography

Phoenixville Area School District

Stage 1 Desired Results			
<p>Overarching PA Core Standards:</p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p>	<i>Transfer</i>		
	<p>TRANSFER GOALS</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify trends in problems overtime to prepare students to be knowledgeable, analytical, and engaged citizens. • Engage in research to cite, generate, and evaluate claims and analyze issues to verify the credibility of different points of view. • Evaluate how individual and groups reflect, create, and change societal constructs and institutions. • Communicate information and ideas through writing, speaking, illustrations, for a target audience using appropriate vocabulary. 		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Dimension 1: Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> • Historians ask both compelling and supporting questions to find the information they need and communicate ideas. <p>Dimension 2: Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> • The natural resources and location of a place significantly affect the livelihood, politics, and opportunities of the people living there. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>Dimension 1</p> <p>How do I know what questions to ask? What makes a good question?</p> <p>Dimension 2</p> <p>How does migration/population trends affect the lives of people and the characteristics of places? How do human settlements and movements relate to the location and use of natural resources?</p> <p>Dimension 3</p> <p>What makes a source trustworthy? What do I do when I disagree?</p> </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Dimension 1: Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> • Historians ask both compelling and supporting questions to find the information they need and communicate ideas. <p>Dimension 2: Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> • The natural resources and location of a place significantly affect the livelihood, politics, and opportunities of the people living there. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>Dimension 1</p> <p>How do I know what questions to ask? What makes a good question?</p> <p>Dimension 2</p> <p>How does migration/population trends affect the lives of people and the characteristics of places? How do human settlements and movements relate to the location and use of natural resources?</p> <p>Dimension 3</p> <p>What makes a source trustworthy? What do I do when I disagree?</p>
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Dimension 1: Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> • Historians ask both compelling and supporting questions to find the information they need and communicate ideas. <p>Dimension 2: Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> • The natural resources and location of a place significantly affect the livelihood, politics, and opportunities of the people living there. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>Dimension 1</p> <p>How do I know what questions to ask? What makes a good question?</p> <p>Dimension 2</p> <p>How does migration/population trends affect the lives of people and the characteristics of places? How do human settlements and movements relate to the location and use of natural resources?</p> <p>Dimension 3</p> <p>What makes a source trustworthy? What do I do when I disagree?</p>		

<ul style="list-style-type: none"> • Movement of people creates short-term and long-term change both to the lives of people and the characteristics of the place. <p>Dimension 3: Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> • Every source of information is limited by the author’s point of view and the information available to that person. <p>Dimension 4: Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> • Effective communicators make thoughtful, original, and creative choices about content, language, and style to convey their message to their target audience in a variety of ways. • Citizens can change their world through action. 	<p>Dimension 4</p> <p>What are the main points I am trying to get across? How do I make sure the audience gets them?</p> <p>How can individuals and groups contribute to their communities and to the world?</p>
Knowledge and Skills Acquisition	
<p>KNOWLEDGE <i>Students will know...</i></p> <ul style="list-style-type: none"> • Five themes of geography • Developed v. developing nations • Types of maps • Map projections <p>VOCABULARY</p> <ul style="list-style-type: none"> • Climate • Region • Human Environment Interaction • Elevation • Landform 	<p>SKILLS <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Creating a mental map of the United States on a blank page, including at least 80% of landforms • Finding examples of the five themes of geography in their daily lives around their home. • Making a T-chart contrasting developed and developing countries. • Dissecting a grapefruit to understand the different types of map projections.

- Time Zones
- Scales
- Borders
- Migration
- Natural Resources

Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
T	<p><i>Success Criteria:</i> Your plan needs to gain approval of 2/3 of the classroom government.</p>	<p>PERFORMANCE TASK(S) <i>Students will demonstrate their understanding (meaning-making and transfer) through complex performance by...</i></p> <p>Promotional Materials</p> <ul style="list-style-type: none"> • <i>Goal:</i> Your task is to promote your undeveloped nation • <i>Role:</i> You are a public relations representative for your country • <i>Audience:</i> Your government officials • <i>Situation:</i> You want to see your nation become more developed, but you are met with a lot of resistance. • <i>Product:</i> You will need to create a proposal in order to change the conservative views of the leaders of government towards becoming a developed country 	<p>Differentiation Considerations:</p> <p>Some students may work in teams of two or individually, depending on need. Teacher should establish conference appointments with each team prior to the presentation to provide feedback regarding progress toward the goal.</p>
N/A		<p>OTHER EVIDENCE</p> <p>N/A</p>	<p>Differentiation Considerations</p>