

# Ledyard Public Schools Social Studies Curriculum Grade 7 World Regional Studies: The East

## ***I. Description and Purpose of the Course***

World Regional Studies is a two-year course for grade six and seven. In grade seven, students study at least four world regions in the Eastern Hemisphere, and through the primary lens of geography, they explore and learn about the economies, history, and civics of these regions. Relevant global issues provide opportunities for addressing multiple standards through focused inquiry, inviting students to generate and research compelling and focusing questions. Regional themes are investigated through localized topics as students work to discover the variety of factors that influence the past and present in the Middle East, Africa, and South and East Asia. Furthermore, students in grade seven will continue to discover connections between the history, physical and human geography, civics and economics of the people living in various regions in the Eastern hemisphere. This curriculum reflects current research and instructional shifts, which will promote conceptual understanding, foster student inquiry, collaboration, taking informed action and the integration of content and skills purposefully.

## ***II. Academic Expectations***

Students in grade seven are expected to consider and investigate issues through a variety of perspectives, while using evidence from multiple sources. Students will be expected to seek out resources with credibility, summarize what they have read, communicate conclusions that incorporate details with relevant information and data to answer research questions posed for each theme.

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### Statement of Philosophy: Social Studies K-12 Curricula

“With the entire scope of human experience as its backdrop, the content of social studies consists of a rich array of facts, concepts, and generalizations. The way to tie all of this content together is through the use of compelling and supporting questions.”—**C3 Frameworks for College, Career, and Civic readiness.**

No discipline prepares the nation’s young people for success in college, career, and civic participation, more than social studies. Social studies education involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities. Specifically, “meaningful and relevant social studies education integrates the study of civics, economics, geography, history, and the other social sciences through an inquiry-based instructional approach that is grounded in rich state, local, national, and global historical content.” (Social Studies Position Statement SDE, 2008).

Social studies is composed of deep and enduring understandings, concepts and skills from various disciplines. Given this vast array of content and skills, inquiry based instruction will be used as an organizing principle around which students may access the diverse content of social studies and begin to make sense of it for themselves. Inquiry should guide the teaching of social studies at all levels. Inquiry-based instruction and skill development are the emphasis of this revised social studies curricula and work in the service of helping students to discover rich social studies content. Furthermore, social studies as a discipline, naturally integrates key reading, writing, analysis, speaking and listening skills that are outlined in the Connecticut Core Standards. These standards are integrated into the K-12 social studies curriculum and identified at each grade level.

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### Social Studies Curriculum Introduction

#### How does Ledyard define inquiry?

Inquiry is defined as a way of seeking information, knowledge, or truth through questioning. Inquiry is a way for a learner to acquire new information and data and turn it into useful knowledge. Inquiry involves asking good questions and developing robust investigations from them. Inquiry also involves considering possible solutions and consequences. A third component of inquiry is separating evidence-based claims from common opinion, and communicating claims with others, and acting upon these claims when appropriate. Questions lead to gathering information through research, study, experimentation, observation, or interviews. During this time, the original question may be revised, a line of research refined, or an entirely new path may be pursued. As more information is gathered, it becomes possible to make connections and allows individuals to construct their own understanding to form new knowledge. Sharing this knowledge with others develops the relevance of the learning for both the student and a greater community. Sharing is followed by reflection and potentially more questions, bringing the inquiry process full circle.

#### The Inquiry Arc in Social Studies

The revised Social Studies Curriculum now includes an inquiry design model for effective teaching and learning, and demonstrates how teachers can apply this model in their planning and delivery. Drawing on the *Connecticut Elementary Social Studies Framework* and the *College, Career and Civic Life (C3) Framework for Social Studies Standards* (National Council for Social Studies, 2013); the curriculum incorporates critical instructional shifts, and include:

- Inquiry should be the primary form of instruction in all social studies classes
- Students and teachers should craft investigative questions that matter
- Teachers should establish a collaborative context to support student inquiry
- Teachers should integrate content and skills meaningfully
- Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, etc.)
- Teachers should provide, and help students communicate conclusions and tangible opportunities to take informed action

<http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

[http://www.c3teachers.org/wp-content/uploads/2014/10/IDM\\_Assumptions\\_C3-Brief.p](http://www.c3teachers.org/wp-content/uploads/2014/10/IDM_Assumptions_C3-Brief.p)

The social studies curriculum is designed around the Inquiry Arc of the C3 Framework. The Inquiry Arc highlights the structure of and rationale for the organization of the Framework's four Dimensions. The Arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions (College, Career and Civic Life (C3) Framework for Social Studies Standards, 2013). The four dimensions below center on the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and apply knowledge in real world settings to enable students to become active and engaged citizens in the 21<sup>st</sup> century.

**TABLE 1: C3 Framework Organization**

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

[www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf](http://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf)

### **Specific notes to teachers addressing all of the units of studies**

- In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies and activities may vary among teachers, the essential elements of focused inquiry should drive the instructional planning. All inquiries should be linked to the compelling question, which should be the same for all students within each grade level. The units are “living documents” as teachers will have the flexibility to use resources that support the interests of their students.
- For each unit, as teachers find additional “Suggested Instructional Activities” in Dimension 2, those activities must align directly to the supporting questions, which are linked to the content. Additional Featured sources should also be linked to those same supporting questions.
- Teachers will utilize the formative assessment process within Dimensions 2 and 3. If the assessment included in the unit does not meet the student needs, grade level teams have the option to make necessary revisions. However, these assessments should, again, be linked to the supporting questions.
- Grade level teams also have the option to make revisions to the summative assessment and taking informed action of Dimension 4 if the assessment included does not meet student needs.

<b>Component/Purpose</b>	<b>Explanation</b>
<p><b>Compelling Question</b> Frames the unit of study</p>	<p>The Social Studies Curriculum Team developed compelling questions. These are open-ended, have more than one correct answer, can cross-disciplinary 'lenses', and time periods. These should be thought provoking and intellectually engaging in nature. At the end of the unit, teachers may choose to incorporate a summative task that will answer the compelling question.</p>
<p><b>Staging the compelling question</b> Builds student interest</p>	<p>In staging the question, teachers need to create an instructional space in which students are able to find merit, relevance, and interest in the investigation. The Question Formulation Technique is one way teachers can engage students in convergent and divergent thinking while generating student interest and tapping into student curiosity.</p>
<p><b>Supporting Questions</b> Develops the key content</p>	<p>These questions focus student inquiry into specific disciplinary concepts or lines of inquiry. They are more specific in nature than compelling questions and often have more direct, concrete answers to them.</p>
<p><b>Disciplinary Concepts</b> Provides the Disciplinary grade level content</p>	<p>Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>
<p><b>Strategies and Activities</b> Guides the opportunities to learn content using various learning protocols (i.e., fishbowl, small group, debates, etc.)</p>	<p>Suggested strategies and activities were generated by curriculum teams as tools to engage students in inquiry and align to <i>Connecticut Core Standards</i> and the <i>Connecticut Elementary Social Studies Framework</i>.</p>
<p><b>Featured Sources</b> Provides opportunities to generate curiosity, build knowledge and construct arguments</p>	<p>These sources were compiled by curriculum teams and include additional readings, links to digital sources and extension lessons that can be adapted to fit grade level instruction.</p>
<p><b>Formative Assessments</b> Demonstrates understanding of the supporting questions</p>	<p>These assessments were generated by curriculum teams and designed to evaluate student progress and inform further instruction. This is list should be considered a living document and changed based on student and teacher needs.</p>
<p><b>Summative Task</b> Demonstrates understanding of the compelling question</p>	<p>These tasks were created by curriculum teams to demonstrate student understanding of compelling questions, supporting questions, disciplinary concepts and evaluate student skill development.</p>
<p><b>Taking Informed Action</b> Offers opportunity for civic engagement</p>	<p>Taking informed actions include a range of venues and a variety of forms (e.g., discussions, debates, policy analyses, video productions, and portfolios). The manner in which students work to create their solutions can differ. Students need opportunities to work individually, with partners, in small groups, and within whole class settings. Through these actions, students apply what they learned through focused inquiry to real world civic actions. Taking Informed Action is not always going to be about the particular content, but rather the larger implications it has on the human experience.</p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 7

Unit One: Geography's influence and Impact on Culture

Timeline: 6 weeks

**Unit Overview and Objective:** In this unit, students will develop human and physical geography skills to analyze regions and develop a geographic understanding of the earth. Students will be expected to recall and use map and basic geography skills gained previously in the 6th Grade course and build upon that understanding to include new applications of the five themes of geography and the characteristics of nations and the relationship between these concepts as well.

**Theme(s):**

## 1. Defining Regions

-Evaluate cultural, social, political, and economic characteristics that define a region/nation

-Create graphic representations of various regions

## 2. Human-Environment Interaction

-Explore the five themes of geography (Location, Place, Movement, Interaction, Region)

-Analyze how people from various world regions modify and adapt to their environments

-Analyze how political and economic systems develop in connection to geography and the environment

**Compelling Questions**

1. How does geography help define humans understanding of the world?
2. How do nations develop and evolve?

**Vocabulary**  
(Essential terms in bold)

**Latitude, Longitude, equator, meridian, relative location, absolute location, map, map scale, legend, key, elevation, parallels, location, Place, Interaction, Movement & Region, Natural Resources, Economy, Government, Education, Military, Technology and Culture, climate, landform**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 6-8.4** Explain how the relationship between supporting and compelling questions are mutually reinforcing.

**Supporting Standards:**

**INQ 6-8.1** Explain how a question represents key ideas in the field.

<p><b><u>Key Strategies to address standard:</u></b></p> <ul style="list-style-type: none"> <li>-Case study analysis, i.e. evaluate the impact of natural disasters <a href="#">-DE Techbook lesson 7.5, 9.5, and/or 11.5</a></li> <li>-Simulation activity, i.e. follow products through Eastern Hemisphere, apply 5 themes of Geography</li> <li>-Response group activity, i.e. which nations exemplify characteristics of a nation</li> <li>-Application of concepts</li> </ul>	
<p><b><u>Supporting Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. How do geographers look at the world?</li> <li>2. What characteristics define a nation?</li> <li>3. How does a nation/region develop its power in the world?</li> </ol>	
<p>Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.</p>	
<p><b><u>Priority Standards:</u></b></p> <ul style="list-style-type: none"> <li>-<b>GEO 6-7.1</b> - Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.</li> <li>-<b>GEO 6-7.2</b> - Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places regions, and changes in their environmental characteristics.</li> </ul> <p><b><u>Supporting Standards:</u></b></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.2</a></p>	
<p>Key Concepts/Content to be addressed:</p> <p> </p> <p>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both).</p>	<p>-5 Themes of Geography: Location, Place, Movement, Interaction, Region (SQ1)</p> <p><b>Physical Geography:</b></p> <ul style="list-style-type: none"> <li>-Latitude and longitude (SQ1)</li> <li>-Climatology and Weather (SQ1)</li> <li>-Use relative terms to describe location (SQ1)</li> <li>-Discuss relationships between geographical boundaries (nations, continents, world) (SQ1, SQ2)</li> <li>-Locate major geographic features (SQ1, SQ2, SQ3)</li> </ul> <p><b>Human/Cultural Geography:</b></p> <ul style="list-style-type: none"> <li>-Population issues (SQ2, SQ3)</li> </ul>

<p>Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<ul style="list-style-type: none"> <li>-Characteristics of nations (SQ2,SQ3)</li> <li>-Forms of government (SQ2,SQ3)</li> <li>-Economies of the world (SQ2,SQ3)</li> </ul>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Question formulation technique (QFT) - Formulating questions based on an image or other “focus”</li> <li>-Visual map analysis</li> <li>-Thinking like a historian - introductory lessons</li> <li>-Debate strategies/techniques</li> <li>-Artifact analysis</li> <li>-Reading for information</li> <li>-Collaborative groups skills</li> </ul>
<p>Formative Performance Tasks</p> <p><b>It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Weather data chart from different parts of the world</li> <li>-“Can you visualize the world” - (climate zones and latitude/longitude)</li> <li>-“Diving into data” activity - <a href="#">DE Tech Book 1.2 (Elaborate tab)</a> - Unit 1 Appendix</li> <li>-“Pitch your idea” activity - <a href="#">DE Tech Book 1.2 (Elaborate tab)</a> - Unit 1 Appendix</li> <li>-“Document Based Investigation” - <a href="#">DE Tech Book 1.2 (Elaborate tab)</a> - Unit 1 Appendix</li> <li>-Culture-gram</li> <li>-Skype with American Embassy school from one region and discuss impact of climate on daily activities</li> </ul>

Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions. Student are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

-**INQ 6-8.7** - Evaluate the credibility of a source by determining its relevance and intended use.

-**INQ 6-8.10** Construct arguments using claims and evidence from multiple sources, while acknowledging strengths and limitations of sources.

**Supporting Standards:**

[CCSS.ELA-Literacy.RH.6-8.7](#)

[CCSS.ELA-Literacy.RH.6-8.2](#)



<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Unit objective assessment including vocabulary terms and key concepts (<a href="#">DE Techbook Chapter 1 Unit Assessment</a>)</li> <li>-Brief or Extended written response (<i>DE Tech Book 1.2 Evaluate Tab</i>)</li> <li>-5 Themes slideshow</li> <li>-<a href="#">Argumentative writing - “Should I stay or should I go?” - Hurricane response</a> (or other natural disaster related to location)</li> </ul>
<p>Featured Sources</p>	<ul style="list-style-type: none"> <li>-<a href="#">Discovery Education Techbook Chapters 1.1, 1.2</a></li> <li>-DE Global News Weekly</li> <li>-Online databases (Hyperlinked) - <a href="#">Facts on File</a> , <a href="#">ProQuest</a> , <a href="#">National Archives</a></li> <li>- <a href="#">What is geography comic book w/analysis questions</a></li> <li>-<a href="#">Understanding location</a></li> <li>-SIRS researcher = <a href="http://www.proquest.com/libraries/schools/">http://www.proquest.com/libraries/schools/</a></li> <li>-<a href="#">map projections lesson plan</a></li> <li>- <a href="#">Digital mapping</a></li> <li>-<a href="http://www.loc.gov/maps/collections/">http://www.loc.gov/maps/collections/</a> - Library of Congress map collections</li> </ul>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 7

Unit Two: Industrialization

Timeline: 6 weeks

**Unit Overview and Objective:** In this unit, students will evaluate the impact of industrialization on the modern world. Students will begin to examine the aspects of industrialization, which lead to growth and strength in the world. Students will then evaluate the extent to which industrialization has affected various regions around the world both positively and negatively.

**Theme(s):**

1.. Human Population

-Analyze a region’s shifts in population over time.

2. Movements of People

-Explore the factors that have led to colonialism

-Evaluate the growth and emergence of the middle class

**Compelling Questions**

1. How and why do places change over time?

2. How has competition and conflict affected the development of various regions and/or cultures?

3. How is global power defined?

**Vocabulary**  
(Essential terms in bold)**Industrialization, Imperialism, Colonialism, economy, social class, 1st/2nd Agricultural Revolution, Industrial Revolution, Scientific Revolution, Nationalism, Economies: traditional, command, market, mixed, Natural Resources, Technology****Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:****INQ 6-8.1** Explain how a question represents a key idea in the field.

**Supporting Standards:**

**INQ 6-8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

**INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.

**Key Strategies to address standards**

-Currency, Relevancy, Authority, Accuracy, Purpose (C.R.A.A.P.) test for website evaluation

-Note-Taking techniques : [Cornell 2-Column notes](#) [Grading Rubric for Cornell Notes](#)

-Brainstorming possible answers to compelling questions and useful sources

**Supporting Questions:**

1. What is the impact of the Industrial Revolution on the modern world?
2. What do people do with limited resources and unlimited wants and needs?

Dimension 2: Applying Disciplinary Concepts. Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**GEO 6-7.3** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

**GEO 6-7.7** Analyze how relationships between humans and environments extend or contract settlement and movement.

**Supporting Standards:**

**HIST 6-8.1** Use questions about historically significant people or events to explain the impact on a region.

**ECO 6-7.6** Explain barriers to trade and how those barriers influence the trade among nations

**CIV 6-7.1** Explain specific roles played by citizens

Key Concepts/Content to be addressed:

\*\*Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning

-Industrialization (SQ1)

1st Agricultural revolution, 2nd Agricultural revolution

Industrial revolution and its impact on technology development

-Imperialism and its impact (SQ1)

-Evolution of an industrialized economy (SQ1,SQ2)

-Development of social and economic class structure in an industrialized society (SQ1,SQ2)

established by the teacher and students.	
Instructional Strategies and Skills	<ul style="list-style-type: none"> <li>-Question Formulation Technique (QFT) - to design researchable questions for projects</li> <li>-Map analysis</li> <li>-Primary source evaluation - adaptation of National Archive protocol, determining central ideas</li> <li>-Collaborative group skills</li> <li>-Reading for information - use of graphic organizers, summarizing, word meaning activities</li> <li>-Artifact analysis - adaptation of National Archive Protocol</li> <li>-Jigsaw activities for document analysis</li> <li>-Collaborative group work</li> </ul>
Formative Performance Tasks  <b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b>	<ul style="list-style-type: none"> <li>-Inventor’s Hall of Fame</li> <li>-Top secret invention</li> <li>-Child Laborer poem</li> <li>-Claim and Counterclaim: How did industrialization move forward/backward?</li> <li>-Factory simulation with historical connection analysis (Unit 2 Appendix)</li> </ul>

Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions. Student are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**INQ 6-8.8** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

**INQ 6-8.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of explanations.

**INQ 6-8.15** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**Supporting Standards:**

[CCSS.ELA-Literacy.RH.6-8.2](#)

[CCSS.ELA-Literacy.RH.6-8.7](#)

[CCSS.ELA-Literacy.WHST.6-8.7](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>***It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-“Industrialization today” R.A.F.T. project - Will technology save the world?</p> <p><b>Extension:</b> <a href="#">Industrialization Inquiry activity</a> **would need to be adapted to fit grade level</p>
<p>Featured Sources</p>	<ul style="list-style-type: none"> <li>-Discovery Education Tech Book Chapters 3.1, 3.2, 3.3, 3.4</li> <li>-DE Global News Weekly</li> <li>-Online databases (Hyperlinked) - <a href="#">Facts on File</a> , <a href="#">ProQuest</a> , <a href="#">National Archives</a></li> <li>-Print resource books on region</li> <li>-Online maps and atlases</li> <li>-Junior Scholastic</li> <li>-<a href="#">News ELA</a></li> </ul>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 7

Unit Three: Middle East and N. Africa

Timeline: 6-8 Weeks

**Unit Overview and Objective:** In this unit students will analyze how people from the Middle East and N. Africa modify and adapt to their environment, as well as how these diverse people allocate their available resources (water and oil). Students begin with recall of information by defining the physical features of the middle east and N. Africa, move into basic reasoning while explaining how history has affected the development of diverse cultures in the region and conclude in extended reasoning when synthesizing information in assessing the economic and environmental impact on this region.

**Theme(s):**

1. Human-Environment Interaction

-Analyze how people from these regions modify and adapt to their environments.

-Analyze how people from these regions allocate their available resources.

**Compelling Questions**

1. How does where we live affect how we live?

2. How has competition for resources and land affected the development of a region/culture?

**Vocabulary  
(Essential terms in bold)**

**Mesopotamia, Fertile Crescent, Hammurabi's Code, monotheism, polytheism, Judaism, Christianity, Islam, Petroleum, desalinization, desert, oasis, Tigris and Euphrates River, West Bank, Arab-Israeli wars, diaspora, Christianity, Judaism, Islam, Southwest Asia, Black Sea, sect**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 6-8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources

**Supporting Standards:**

**INQ 6-8.1** Explain how a question represents a key idea in the field

**Key Strategies to address standard:**

- Question formulation technique = generate further questions based on “Question Focus” (Qfocus) on the Amazon
- Artifact/image analysis ([DE Tech Book 6.1 Engage](#))
- Map analysis ([DE Tech Book 6.2 Engage](#))
- Point of view exercise with contemporary/ historical images ([DE Tech Book 6.3 Engage](#))

**Supporting Questions:**

1. How do geographic features and the environment of N. Africa and the Middle East affect life in this region?
2. How have religious and ethnic differences affected life in the Middle East and N. Africa?
3. Is this region becoming more or less democratic?
4. In what ways have natural resources, e.g. petroleum, transformed life in this region?

Dimension 2: Applying Disciplinary Concepts. Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**Geo 6-7.2** Use maps, satellite images, photographs, and other representations to explain relationships between locations of places and regions, and changes in their environmental characteristics.

**Geo 6-7.5** Explain the connections between the physical and human characteristics of a region and the identity of individuals living there.

**Geo 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

**Supporting Standards:**

**HIST 6-8.1** Use questions about historically significant people or events to explain the impact on a region.

**CIV 6-7.1** Explain specific roles played by citizens.

Key Concepts/Content to be addressed:

\*\*Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.

**-Geography of Middle East and N. Africa (SQ1)**

Locate North Africa and Southwest Asia on a world map.

Describe the physical characteristics (i.e., landforms, climate, and vegetation) of North Africa and Middle East

**-Human environment interaction in ME and N. Africa (SQ1)**

Adaptations to life in a desert landscape

Location, trade settlement patterns and land use

Importance of natural resources, especially petroleum

**-People and culture of ME and N. Africa (SQ2)**

Population distribution of people in North Africa and Middle East

Middle East as a birthplace of, and home to, the Abrahamic religions

	<p>Religious tensions and conflicts in the regions</p> <p>Major ethnic groups and language groups in Middle East</p> <p>Examples of ethnic differences in North Africa and Middle East</p> <p><b>-Government and Economy of ME and N. Africa (SQ3)</b></p> <p>Impact of imperialism on Middle Eastern and North African economic and political systems</p> <p>Current governmental structures in the region</p> <p>Current economic systems in the region</p> <p>Causes and ongoing effects of the "Arab Spring" protests in 2010–2012</p> <p><b>-Modern issue analysis: e.g. "Costs of water", "Life after oil" (SQ4)</b></p> <p>The processes of petroleum development, extraction, and use.</p> <p>Costs and benefits of economies based largely on the extraction of petroleum in Middle East and North Africa.</p> <p>Options for economic diversification and growth.</p>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Research skills - source evaluation</li> <li>-Main idea webs</li> <li>-Problem/Solution graphic organizers</li> <li>-Analysis and synthesis of information</li> <li>-Argumentative writing structure -</li> <li>-Paraphrasing strategies</li> <li>-Issue analysis</li> </ul>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Activities under Explain and Elaborate tabs <a href="#">DE Tech Book 6.1-6.5</a></li> <li>-Middle East Map Puzzle</li> <li>-Imports and Exports Unlimited - create a company to buy or sell goods to America</li> <li>-Ethnic Food exchange</li> <li>-Cartographer's Nightmare - create a series of maps illustrating historical shifts in nations.</li> <li>-Objective quizzes</li> <li>-Exit tickets</li> </ul>

Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions. Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.



**Priority Standards:**

**INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 6-8.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**Supporting Standards:**

[CCSS.ELA-Literacy.RH.6-8.2](#)

[CCSS.ELA-LITERACY.W.7.1](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Common summative assessment (<a href="#">DE Tech Book Evaluate tab Chapter Assessment</a>)</li> <li>-Extended response (<a href="#">DE Tech Book Evaluate tab</a>)</li> <li>-Constructed Response: Is there life after oil? (<a href="#">DE Techbook 6.5 Explain tab</a>)</li> <li>-Palestinian/Israeli conflict solution project</li> </ul> <p><b>Extension:</b> <a href="#">Costs of water Inquiry project</a> - Unit 3 Appendix</p>
<p>Featured Sources</p>	<ul style="list-style-type: none"> <li>-<a href="#">Discovery Education Techbook Chapter 6</a></li> <li>-DE Global News Weekly</li> <li>-<a href="#">CNN10 Student News</a> - weekly news wrap</li> <li>-Animoto - <a href="http://www.animoto.com">www.animoto.com</a> (Short digital video maker)</li> <li>-Glogster - <a href="http://www.glogster.com">www.glogster.com</a> (Multimedia posters)</li> </ul>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 7

Unit Four: Sub-Saharan Africa

Timeline: 6-8 weeks

**Unit Overview and Objective:** In this unit, students will evaluate geographic, cultural, social, political, and economic characteristics that define Sub-Saharan Africa, analyze how these structures of today relate to the region's past. Students begin with recall of information regarding the physical features of the region, move into basic reasoning when assessing how social, political, and economic structures evolve over time, and conclude in extended reasoning when synthesizing information into an evaluation of the major public health risks facing the region today.

**Theme(s):**

## 1. Human-Environment Interaction

- Analyze how people from these regions modify and adapt to their environments.
- Analyze how people from these regions allocate their available resources.

## 2. Human population

- Explore the ethnic and religious diversity of the region
- Analyze the impact of colonialism and evaluate current government and economies in the region

## 3. Cultural diffusion

- Analyze how ethnic and religious diversity of the region have created conflict

**Compelling Questions**

1. How does where we live affect how we live?
2. How and why do places change over time?
3. How do new ideas impact the way people live?

**Vocabulary**  
(Essential terms in bold)

**Agricultural revolution, arable land, arid, cash crop, deforestation, desert, domestication, drought, epidemic, equator, fertile, imperialism, indigenous, migration, Muslims, overgrazing, overpopulation, Pan-Africanism, race, religion, semi-nomadic, urban, African Union, apartheid, authoritarian, civil war, colonialism, commercial farming, democracy, developing country, dictator, dictatorship, genocide, gross domestic product (GDP), human rights, industrialization, infrastructure, Pan-Africanism, poverty, raw materials, subsistence farming, Sudan civil war, AIDS/HIV, malaria, poverty, public health, sanitation, developing country**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 6-8.1** Explain how a question represents a key idea on the field.

**Supporting Standards:**

**INQ 6-8.4** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

**Key Strategies to address standard:**

Question Formulation Technique (Q.F.T) - using photographs to focus student inquiry as well as activate prior knowledge of Sub-Saharan Africa

Video analysis - create more supporting questions based on analysis of video ([DE Tech Book 7.1 Explore tab](#))

**Supporting Questions:**

1. How has location influenced life in Sub-Saharan Africa?
2. How has ethnic diversity contributed to cultural diffusion and conflict in Sub-Saharan Africa?
3. Why are political stability and development important to life in Sub-Saharan Africa?
4. What can developing countries do to keep their people healthy?

Dimension 2: Applying Disciplinary Concepts. Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**Geo 6-7.5** Explain the connections between the physical and human characteristics of a region and the identity of the individuals and cultures living there.

**Geo 6-7.3** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

**Supporting Standards:**

**CIV 6-7.2** Assess specific rules and laws as means of addressing public problems.

**CIV 6-7.3** Compare historical and contemporary means of changing societies and promoting the common good.

**HIST 6-8.1** Use questions about historically significant people or events to explain the impact on a region.

**ECO 6-7.7** Explain the benefits and costs of trade policies to individuals, businesses, and society.

[CCSS.ELA-Literacy.RH.6-8.4](#)

[CCSS.ELA-Literacy.RH.6-8.7](#)

[CCSS.ELA-Literacy.WHST.6-8.1](#)

<p>Key Concepts/Content to be addressed:</p> <p><b>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</b></p>	<p><b>Geography and Human-Environment Interaction of Sub-Saharan Africa (SQ1)</b></p> <ul style="list-style-type: none"> <li>-Landforms and waterways</li> <li>-Climate</li> <li>-Natural resources and impact of human population</li> </ul> <p><b>People, Culture, Government, and Economy of Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>-Ethnic diversity and cultural diffusion (SQ2) <ul style="list-style-type: none"> <li>● population distribution of people</li> <li>● ethnic diversity</li> <li>● religious diversity</li> <li>● ethnic and religious roots of conflict</li> </ul> </li> <li>-Political stability and development (SQ3) <ul style="list-style-type: none"> <li>impact of colonialism on Sub-Saharan Africa's economic and political systems</li> <li>current governments and economic systems in the region</li> </ul> </li> </ul> <p><b>Modern Issue Analysis</b></p> <ul style="list-style-type: none"> <li>-Environmental risk factors and solutions (SQ4)</li> </ul>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Map analysis: Political, climate and resource</li> <li>- Reading Skills: Document analysis</li> <li>-Writing skills: timeline of historical events, note-taking, argumentative responses to supporting questions</li> <li>-Critical thinking skills: infographic analysis, cause and effect charts, debate, timeline analysis, analysis of impact of current programs/controversial issues in Western Europe</li> <li>-Collaborative group skills</li> <li>-Technology skills - digital timeline maker, video production (exit tickets)</li> </ul>
<p>Formative Performance Tasks</p> <p><b>***It is important to consider this document as a “living</b></p>	<ul style="list-style-type: none"> <li>-Activities under the Explain and Elaborate tabs in sections 7.1-7.5</li> <li>-Africa Map puzzle</li> <li>-Imports and Exports Unlimited - create a company to buy or sell goods to America.</li> <li>-Ethnic food exchange</li> </ul>

<p><b>document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Journalists Diary - you are a journalist writing anti-apartheid articles.</li> <li>-Objective quizzes</li> <li>-Exit tickets</li> </ul>
<p>Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions. Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>INQ 6-8.6</b> Gather relevant information from multiple sources while using origin, authority, structure, context, and corroborative value of the sources to guide the selection</p> <p><b>INQ 6-8. 11</b> Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weakness of the explanations.</p> <p><b><u>Supporting Standards:</u></b></p> <p><b>INQ 6-8.10</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and weaknesses of the arguments</p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.4</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.7</a></p> <p><a href="#">CCSS.ELA-Literacy.WHST.6-8.1</a></p> <p><a href="#">CCSS.ELA-Literacy.W.6.7</a></p>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>****It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the</b></p>	<ul style="list-style-type: none"> <li>-Common Objective Assessment (<i>DE Chapter 7 Assessment</i>)</li> <li>-Brief or Extended Response (<i>DE 7.1-7.4 Evaluate tab</i>)</li> <li>-Africa Folk tales (Unit 4 Appendix)</li> <li>-Travel brochure/Advisory (Unit 4 Appendix)</li> <li>-Country prospects for development project (Unit 4 Appendix)</li> </ul> <p><b>Extension:</b> Funding health care speech - (Unit 4 Appendix)</p> <p><b>Extension:</b> Pamphlet to promote micro-enterprises in developing countries (Unit 4 Appendix)</p> <p><b>Extension:</b> <a href="#">Child Soldiers Lesson</a> - Can be adapted for time</p>

<b>needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b>	
Featured Sources	<ul style="list-style-type: none"><li>-Discovery Education Techbook 7.1, 7.2, 7.3, 7.4, 7.5</li><li>-DE Global News Weekly</li><li>-Junior Scholastic</li><li>-Tiki-Toki digital timeline maker - <a href="http://www.tiki-toki.com">www.tiki-toki.com</a></li></ul>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 7

Unit Five: South and East Asia and the Subcontinent

Timeline: 6-8 Weeks

**Unit Overview and Objective:** In this unit, students will locate and describe physical features and human characteristics of the regions. Students will then investigate population distribution in the regions and evaluate the role of colonialism, religion, and political geography. Finally, students will assess how economic and governmental changes in the regions have impacted life there. Students will end the unit by researching the largest countries in the regions, i.e. India, China, and Russia in order to evaluate the role of these countries in relationship to the United States.

**Theme(s):**

1. Defining regions
  - Evaluate cultural, social, political, and economic characteristics that may define a region
2. Human-Environment Interaction
  - Analyze how people from these regions modify and adapt to their environments
  - Analyze how people from these regions allocate their various resources
3. Global Interactions
  - Analyze how the cultural aspects of these regions have spread beyond its borders.

**Compelling Questions**

1. How and why do people, places, and ideas change over time?
2. Who are the “winners” and “losers” in globalization and why?

**Vocabulary**  
(Essential terms in bold)

**alluvial plain, Arabian Sea, Asia, Bay of Bengal, Deccan Plateau, Ganges River, Ganges Valley, Himalayas, Hindu Kush, humid subtropical, India, Indian Ocean, Indian subcontinent, Mount Everest, semi-arid, Islam, Mohandas Gandhi, monopoly, representative government, republic, subcontinent, trade, export, gross domestic product (GDP), market economy, standard of living, totalitarian, wealth disparity, command economy, economy, export**

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**INQ 6-8.4** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing

**Supporting Standards:**

**INQ 6-8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions

[CCSS.ELA-Literacy.RH.6-8.1](#)

[CCSS.ELA-Literacy.RH.6-8.7](#)

**Key Strategies to address standard:**

-Think-pair-share = students brainstorm common characteristics and economic challenges they face (Unit 5 Appendix)

-Document analysis

-Timeline analysis

-Image analysis

-Socratic seminar = connect students own experience with challenges to unique challenges of region through story, timeline, and image analysis

**Supporting Questions:**

1. How does geography and location influence life in India, S. Asia, and E. Asia?
2. How do culture and religion divide India, S. Asia, and China?
3. How have government and economic changes impacted life in these regions?

Dimension 2: Applying Disciplinary Concepts. Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

**Priority Standards:**

**GEO 6-7.4** Analyze the cultural and environmental characteristics that make places both similar and different from one another.

**GEO 6-7.5** Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

**GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

**Supporting Standards:**

**GEO 6-7.3** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

**CIV 6-7.3** Compare historical and contemporary means of changing societies in promoting the common good.

**HIST 6-8.1** Use questions about historically significant people or events to explain the impact on a region.

[CCSS.ELA-Literacy.RH.6-8.1](#)

[CCSS.ELA-Literacy.RH.6-8.2](#)

[CCSS.ELA-Literacy.RH.6-8.4](#)

[CCSS.ELA-Literacy.RH.6-8.7](#)

[CCSS.ELA-Literacy.WHST.6-8.1](#)

[CCSS.ELA-Literacy.WHST.6-8.2](#)

Key Concepts/Content to be addressed:

**Geography and Human-Environment Interaction (SQ1)**

-locate East and South Asia on a world map



<p><b>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</b></p>	<ul style="list-style-type: none"> <li>-physical characteristics (i.e., landforms, climate, and vegetation) of East and South Asia</li> <li>-human characteristics of East and South Asia</li> </ul> <p><b>People, Culture, and Religion (SQ3)</b></p> <ul style="list-style-type: none"> <li>-Early history</li> <li>-Cultural diffusion in the regions</li> <li>-The regions in the modern era</li> </ul> <p><b>Government and Economy (SQ3)</b></p> <ul style="list-style-type: none"> <li>-Development of government and economy over time</li> <li>-Compare and contrast government and economic systems in the regions</li> </ul>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> <li>-Document analysis</li> <li>-Map analysis</li> <li>-Image analysis</li> <li>-Determining cause and effect</li> <li>-Response group activities</li> <li>-Journal activities</li> <li>-<a href="#">Last word protocol</a></li> </ul>
<p>Formative Performance Tasks</p> <p><b>***It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ul style="list-style-type: none"> <li>-Map analysis</li> <li>-People and culture “quick write” activity (<a href="#">DE Techbook Explain tab 9.4</a>)</li> <li>-“All about East Asia” journal activity (<a href="#">DE Techbook Explain tab 9.3</a>)</li> <li>-GDP map of region</li> <li>-Create your own encyclopedia entry of physical feature in the region</li> <li>-Create your own movie trailer for the partitioning of Pakistan from India</li> <li>-Timeline/storyboard of the development of government/economy in the region</li> </ul>
<p>Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions. Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p>	

**INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 6-8.10** Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments.

**Supporting Standards:**

**INQ 6-8.9** Develop claims and counterclaims while pointing out the strengths and limitations of both.

[CCSS.ELA-Literacy.RH.6-8.2](#)

[CCSS.ELA-Literacy.RH.6-8.8](#)

[CCSS.ELA-Literacy.WHST.6-8.1](#)

[CCSS.ELA-Literacy.WHST.6-8.2](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>***It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Common summative assessment (<a href="#">DE Techbook Chapter 8/9 Assessment</a>)</p> <p>- <b>Extension:</b> Which country should be a US ally going forward? Russia, China or India. Student groups research the benefits of US alliances with individual countries and make recommendations to a student group of Senators on the Senate Foreign Relations Committee.</p> <p>-<b>Extension:</b> Tech workers and Time Zones: India’s competitive advantage (Unit 5 Appendix)</p>
<p>Featured Sources</p>	<p>-<a href="#">DE Techbook Chapters 8. And 9</a></p> <p>-DE Global News Weekly</p> <p>-Online databases - News bank (<a href="http://www.newsbank.com">www.newsbank.com</a>), ProQuest (<a href="http://www.proquestk12.com">www.proquestk12.com</a>)</p> <p>-Online maps and atlases</p> <p>-News ELA</p>