

Duval County Public Schools

Social Studies

Curriculum Guide



Geography

This curriculum has been reformatted to accomplish the following purposes:

- To refine the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and adopted in the 2004-2005 school year across the district by the four academic subject areas.
- To further correlate Sunshine State Standards for Social Studies, with Sunshine State Standards for Language Arts in an effort to facilitate the inclusion of Content Area Reading Professional Development (CAR-PD) strategies for FCAT Level 2 readers and all readers.
- To place the curriculum in a week by week Learning Schedule to increase cohesiveness of practice across the district

The Three Stages of Understanding by Design™ and the Learning Schedule

	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging and effective instruction
Week 12 – Topic (Week 1 of 2)	<p>Social Studies Sunshine State Standards are content standards. They are statements of what students should know or understand in social studies.</p> <p>Related Sunshine State Standards are content standards. They are statements of what students should know or understand in related content areas such as science or language arts.</p>	<p>Essential Questions are the questions that direct students to the standards</p> <p>Vocabulary/Concepts are the basic terms and ideas that serve as the building blocks to construct understanding.</p> <p>Skills are the basic processes that serve as the tools to construct understanding</p> <p>Enduring Understandings are the content standards as constructed in the students' own mind and in their own words</p>	<p>Required Performance Tasks/Assessments are mandated for all students. While these may be in various formats, they are to be meaningful, (related to standards) and authentic (related to the world beyond the classroom). Formats may include:</p> <ul style="list-style-type: none"> • Performance assessments • Short and extended response items • Traditional quizzes and tests, including FCAT-like items • Informal checks and observations <p>Recommended Additional Performance Tasks/Assessments are no different in format or purpose than required tasks/assessments but are provided as a further resource for teachers.</p> <p>Tasks/Assessments that are directly related to FCAT Reading and Writing skills appear in bold.</p>	<p>Textbook Resources</p> <ul style="list-style-type: none"> ➤ Listed here are highlights of textbook resources that are of particular use in increasing social studies achievement ➤ Reading strategies from the text, specifically those aligned with CAR-PD, will be listed here for easy reference. <p>Internet</p> <ul style="list-style-type: none"> ➤ Listed here are hyperlinks to many recommended websites with lots of information and resources. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ For those teachers with training and access to History Alive! materials correlations with these interactive units are listed here. <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Listed here are references to other easily accessed books, documentaries, etc. that relate to the topic.

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced credit in a social studies course. Since 1998 the district's requirements for honors credit have been:

All students are responsible for the same Sunshine State Standards. However, students in advanced courses complete a more rigorous curriculum with instructional strategies that reflect the rigor and depth of the material. Advanced courses will include the following:

- Extended and complex writing components both timed and un-timed.
- Frequent analysis of primary sources.
- Extensive use of documents/data for writing prompts.
- Complex problem solving.
- Completion of a History Fair* project (all grade levels) and participation in the school's History Fair (optional for sixth grade students).

While participation in the school's History Fair is required for students in advanced social studies courses, all students should be encouraged to create a History Fair project!

Incorporating Reading Strategies

For the students to be successful in **FCAT reading**, the students need to learn strategies to use for reading informational text. Approximately 70% of the reading passages on the 10th grade FCAT test consist of informational text, and a large portion of that text is social studies content.

To assist you in the incorporation of these reading strategies in your class, suggested strategies are included in this curriculum. Moreover, the new textbook (Glencoe World History) and the kits that come with it include multiple ideas for incorporating reading strategies into your class. Some of them are highlighted below.

- In the teacher's edition, **Reading Strategies** boxes are included in each section of the text. These boxes can be found at the bottom of the page, and are highlighted with Reading Strategy in a green flag in the upper left-hand corner of the box.
- In the reading sections of the textbook, a **reading check question** is included after each section of reading so that students can check their understanding of the material.
- Each section of the textbook includes a **guide to reading**, including strategies that students can use to help understand the material.
- In the **Section Assessments**, there are reading strategies included.
- The kits include *Florida Reading Essentials and Study Guides*, *Guided Reading Activities* in the Unit Resources, *Reading in the Content Areas* by Jamestown Education, Timed *Readings Plus in Social Studies* by Jamestown Education, among others.
- In the Florida pages at the beginning of the Teacher's Edition

Incorporating Writing Strategies

Also included in the kit is a set of transparencies designed to assist you in helping your students improve their writing for **FCAT Writes**. It is a green book titled **Writing Process Transparencies**.

Your kit may also include a **Writer's Guidebook—Social Studies**.

Learning Schedule Overview for 7th Grade World Geography

Unit	Unit Name	Total Weeks
I	Basic Geography Skills	5
II	U.S. and Canada	5
III	Middle East	5
IV	Europe and Russia	5
V	Africa	5
VI	Latin America	5
VII	Asia	5
VIII	Pacific World	1
	Total	36

NOTE:

DCPS teachers follow this learning schedule to maintain uniformity across the district and ensure all students are provided the opportunity to meet Sunshine State Standards. The school calendar, testing schedule, or other considerations may necessitate reasonable adjustment of this learning schedule. The Florida Department of Education's description for this course can be downloaded from their website at www.fldoe.org.

WEEKS 1-5 - Basic Geography Skills	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student will use maps, globes and other tools to report, understand and analyze information (SS.B. 1.3.1) ➤ The student uses mental maps to organize information about people, places, and environments (SS.B. 1.3.2) ➤ The student will know the social, political, and economic systems on the Earth's surface (SS.B. 1.3.3) ➤ The student understands ways in which regional systems are interconnected. (SS.B.1.3.6) ➤ The student understands how cultures differ in their use of environments and resources. (SS.B.2.3.3) ➤ The student understands how factors such as culture and technology influence the perception of places and regions. (SS.B. 1.3.4) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How does geography affect where people live? ➤ How does geography affect the development of economies? ➤ How does human interaction with the environment affect a region's political and physical systems? ➤ How does geography affect the diffusion of culture? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Geographer's Tools (maps, , graphs/charts, databases) ➤ Landforms, bodies of water, Climate, Vegetation, Natural Resources ➤ Capitalism, Communism, Globalization, Trade ➤ Democracy, Communism, Dictatorship, Monarchy ➤ Urban/Rural <p>Skills</p> <ul style="list-style-type: none"> ➤ Organizing/Summarizing ➤ Evaluating/Analyzing ➤ Comparing/Contrasting ➤ Mapping/Presenting <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Geography influences where people live. ➤ Geography and access/ use of natural resources influence the development of economies. ➤ Human interaction with the environment affects a region's political and physical systems. ➤ Cultural diffusion is often a result of exploration and colonization. 	<p>Required Performance Tasks/Assessments (Choose One of Three)</p> <ul style="list-style-type: none"> ➤ Common Assessment # 1: 5TofG poster Create a poster illustrating the 5 Themes of Geography as applied to a nation or a region. (see rubric in appendix) ➤ Common Assessment #2: Country Creation Create a theme based country that contains the world's major physical features along with various political/human features. (see rubric in appendix) ➤ Common Assessment #3: History Fair assigned to advanced students. See district information memo and www.nationalhistoryday.com for more information) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Draw a free hand mental map of the world; compare it to an actual world map; list the misconceptions. Explain the differences in perception using the extended response format. ➤ Draw map of a place that is part of a student's every day life (school, bedroom, home, and neighborhood). The map must include a title, key, and compass. In pairs, compare map. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>People, Places, and Change</p> <ul style="list-style-type: none"> ➤ People, Places and Change Chapters 1-3 pages 1-69 ➤ Student Edition CD-ROM People, Places and Change ➤ Special Needs Resource Package CD-ROM Holt Social Studies ➤ Audio CD Programs Holt Social Studies ➤ One Stop Planner with Test Generator People, Places and Change <p>Internet</p> <ul style="list-style-type: none"> ➤ http://www.hrw.com ➤ http://www.CNNStudentNews.com ➤ http://www.hrw.com/livelink

WEEKS 6-10 - U.S. & Canada	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2) ➤ The student understands how cultures differ in their use of environments and resources. (SS.B.2.3.3) ➤ The student will know the social, political, and economic systems on the Earth's surface (SS.B. 1.3.3) ➤ The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7) ➤ The student understands ways in which regional systems are interconnected. (SS.B.1.3.6) ➤ The student understands the patterns and processes of migration and diffusion throughout the world. (SS.B.2.3.1) ➤ The student understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. (SS.B.2.3.4) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How have the physical systems affected where people live and how they make a living? ➤ What impact did European imperialism have on the United States and Canada? ➤ In what ways do democracy and capitalism play a major role in the United States' domination of world affairs? ➤ To what extent has trade changed in the last 20 years? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Imperialism/colonization ➤ democracy ➤ capitalism/free enterprise ➤ population distribution/density ➤ developed nations ➤ NAFTA ➤ Christianity ➤ English/French/Spanish ➤ Diversity <p>Skills</p> <ul style="list-style-type: none"> ➤ Organizing/Summarizing ➤ Evaluating/Analyzing ➤ Comparing/Contrasting ➤ Presenting/Role-Playing <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Geography helps determine where and how people live. ➤ European imperialism played a dominant role in the development of the United States and Canada. ➤ The political and economic systems of the United States allow it to be a world power. ➤ Globalization and natural forces greatly influence trade. 	<p>Required Performance Tasks/Assessments (Choose One of Three)</p> <ul style="list-style-type: none"> ➤ Common Assessment #1: Melting Pot Quilt Create a quilt that illustrates the answer to the question: What are the European/African/Asian/Latin American influences on American society? (see rubric in appendix) ➤ Common Assessment #2: Birth of Jacksonville (see rubric in appendix) ➤ Common Assessment #3: History Fair assigned to advanced students. See district information memo and www.nationalhistoryday.com for more information) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ With a partner, answer the question: Where do most Americans and Canadians live and why? Locate and organize information about the United States and Canada in terms of landmass, total population, population distribution, population density, and physical features. Evaluate the similarities and differences and then utilizing the data, answer the question in the extended response format. ➤ Read from teacher selected supplementary materials on a controversial issue in this region. Students should then identify the opposing views and create a list of reasons/opinions supporting each side as found in the text. Organize a debate focusing on the issue or create a television commercial that is in favor of one side of the issue. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>People, Places, and Change</p> <ul style="list-style-type: none"> ➤ People, Places and Change Chapters 4-5 pages 70-121 ➤ Student Edition CD-ROM People, Places and Change ➤ Special Needs Resource Package CD-ROM Holt Social Studies ➤ Audio CD Programs Holt Social Studies ➤ One Stop Planner with Test Generator People, Places and Change <p>Internet</p> <ul style="list-style-type: none"> ➤ http://www.hrw.com ➤ http://www.CNNStudentNews.com ➤ http://www.hrw.com/livelink

WEEKS 11-15 - Middle East	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2) ➤ The student understands how cultures differ in their use of environments and resources. (SS.B.2.3.3) ➤ The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7) ➤ The student understands ways in which regional systems are interconnected. (SS.B.1.3.6) ➤ The student understands the patterns and processes of migration and diffusion throughout the world. (SS.B.2.3.1) ➤ The student knows world patterns of resource distribution and utilization. (SS.B.2.3.8) ➤ The student knows the social, political, and economic divisions on Earth's surface. (SS.B.1.3.3) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How have the physical systems affected where people live and how they make a living? ➤ Why has it proven so difficult to resolve conflict in the Middle East? ➤ To what extent does religious practice affect the status of women? ➤ What impact has the discovery of oil had on global communities? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Monotheism ➤ Islam/Judaism/Christianity ➤ OPEC/petroleum ➤ desert <p>Skills</p> <ul style="list-style-type: none"> ➤ Organizing/Summarizing ➤ Evaluating/Analyzing ➤ Comparing/Contrasting ➤ Presenting/Role-Playing <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Geography helps determine where and how people live. ➤ The Middle East lands remain sacred to several different cultures. ➤ Culture is a reflection of religious practices in the region. ➤ Natural resources of the region are valued by nations around the world. 	<p>Required Performance Tasks/Assessments (Choose One of Three)</p> <ul style="list-style-type: none"> ➤ Common Assessment # 1: Middle East Travel Brochure (see rubric in appendix) ➤ Common Assessment #2: 3 Religions Venn Diagram (see rubric in appendix) ➤ Common Assessment #3: History Fair assigned to advanced students. See district information memo and www.nationalhistoryday.com for more information) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ You are to open a middle school in the Middle East, whose philosophy is to promote tolerance. Consider the possible logistical issues that might influence the founding a school that integrates Muslims, Jews and Christians (such as calendar, times/days of operation, language of instruction, dress code, cafeteria/dietary requirements, course requirements, etc.). Write a letter to the parents of potential students in which you describe the logistical components of the school and attempt to convince them to enroll their children in your school. ➤ Produce a 2-D or 3-D model of the "perfect city", addressing the issues of population density, economic activities, and housing units. Present your "city" to the class and contrast it to cities in the Middle East and North Africa (such as Cairo) that are facing over population due to rapid urbanization and suggest possible solutions. ➤ Organize similarities and differences in a Venn diagram and summarize using the extended response format. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>People, Places, and Change</p> <ul style="list-style-type: none"> ➤ People, Places and Change Chapters 17-19 pages 364 - 431 ➤ Student Edition CD-ROM People, Places and Change ➤ Special Needs Resource Package CD-ROM Holt Social Studies ➤ Audio CD Programs Holt Social Studies ➤ One Stop Planner with Test Generator People, Places and Change <p>Internet</p> <ul style="list-style-type: none"> ➤ http://www.hrw.com ➤ http://www.CNNStudentNews.com ➤ http://www.hrw.com/livelink

WEEKS 16-20: Europe & Russia	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2) ➤ The student understands how cultures differ in their use of environments and resources. (SS.B.2.3.3) ➤ The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7) ➤ The student understands ways in which regional systems are interconnected. (SS.B.1.3.6) ➤ The student understands the patterns and processes of migration and diffusion throughout the world. (SS.B.2.3.1) ➤ The student understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. (SS.B.2.3.4) ➤ The student understands how the environmental consequences of people changing the physical environment in various world locations. (SS.B.2.3.6) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How have geographical features affected settlement in modern Europe? ➤ What major social and political events affected in life Modern Europe? ➤ What forces have contributed to Europe developing into a highly urban and industrial region? ➤ What impact has the European Union had on the world at large? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Urbanization ➤ Industrialization ➤ Imperialism ➤ Democracy/Communism ➤ Holocaust ➤ European Union <p>Skills</p> <ul style="list-style-type: none"> ➤ Organizing/Summarizing ➤ Evaluating/Analyzing ➤ Comparing/Contrasting ➤ Presenting/Role-Playing <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Geography helps determine where and how people live. ➤ The fall of the Soviet Union was a major turning point in history. ➤ Europe led the way in industrialization and urbanization. ➤ The European Union plays a vital role in world trade. 	<p>Required Performance Tasks (Choose One of Three)</p> <ul style="list-style-type: none"> ➤ Common Assessment # 1: Cold War RAFT (see rubric in appendix) Create a Venn diagram comparing Eastern Europe as it is today to Eastern Europe as it was during the Cold War. Then write a RAFT essay. ROLE: Either a hard line communist or a proponent of a free Europe AUDIENCE: The general public FORMAT: A blog/radio spot or editorial piece THEME: Persuade your fellow countrymen as to why your way of life is better ➤ Common Assessment #2: Political Propaganda (see rubric in appendix) <ol style="list-style-type: none"> 1. Propaganda Poster: Create a propaganda poster supporting EITHER Communist Russia or Post-Communist Russia. It must include historical examples of why your choice should be supported. 2. Political Cartoon: Create a political cartoon that depicts and compares life in Communist Russia with life in Post-Communist Russia ➤ Common Assessment #3: History Fair assigned to advanced students. See district information memo and www.nationalhistoryday.com for more information) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ In groups, create a free-form map that shows important events that lead to the formation of the European Union. It should include but is not limited to: <ol style="list-style-type: none"> 1. The EU's origins, impact, member countries. 2. As a summary, the team should present their map to the class, and be prepared to explain whether or not the EU is a good idea. ➤ Use a t-chart to gather information from a conversation from a recent immigrant from a European country. Compare daily life in their native country to life here in the United States. ➤ Create a timeline of the history of Russia from the Russian Empire period to the Communist period. Include important figures and events with a brief description of each. Include efforts made for economic growth and modernization 	<p>People, Places, and Change</p> <ul style="list-style-type: none"> ➤ People, Places and Change Chapters 11-14 pages 222-363 ➤ Student Edition CD-ROM People, Places and Change ➤ Special Needs Resource Package CD-ROM Holt Social Studies ➤ Audio CD Programs Holt Social Studies ➤ One Stop Planner with Test Generator People, Places and Change <p>Internet/Technology Resources</p> <ul style="list-style-type: none"> ➤ Textbook Website: www.hrw.com ➤ www.CNNStudentNews.com ➤ www.hrw.com/livelink ➤ Student Edition CD-ROM, <i>People, Places and Change</i> ➤ Special Needs Resource Package CD-ROM, Holt Social Studies ➤ Audio CD Programs, Holt Social Studies ➤ One Stop Planner with Test Generator, <i>People, Places and Change</i> <p>Other Resources</p> <ul style="list-style-type: none"> ➤ If available, consult the Geography Alive! Program for supplemental or gifted/advanced level resources.

1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WEEK 21-25 - Africa</p> <p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2) ➤ The student understands how cultures differ in their use of environments and resources. (SS.B.3.3.3) ➤ The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7) ➤ The student understands ways in which regional systems are interconnected. (SS.B.1.3.6) ➤ The student understands the environmental consequences of people changing the physical environment in various world locations. (SS.B.2.3.6) ➤ The student knows world patterns of resource distribution and utilization. (SS.B.2.3.8) ➤ The student knows ways in which the spatial organization of a society changes over time. (SS.B.1.3.5) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How have the physical systems affected where people live and how they make a living? ➤ How does Africa still struggle with the effects of European imperialism? ➤ What problems are posed by increased modernization and urbanization in developing nations? ➤ What barriers exist that hinder improving quality of life? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Imperialism ➤ Urbanization ➤ Developing ➤ Apartheid ➤ Low Standard of Living <p>Skills</p> <ul style="list-style-type: none"> ➤ Organizing/Summarizing ➤ Evaluating/Analyzing ➤ Comparing/Contrasting ➤ Presenting/Role-Playing <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Geography helps determine where and how people live. ➤ European imperialism has had a lasting impact on Africa. ➤ Nations face challenges while developing. ➤ Social issues can hinder developing nations. 	<p>Required Performance Tasks/Assessments (Choose One of Two)</p> <ul style="list-style-type: none"> ➤ Common Assessment # 1: <u>Africa Postcard</u> Create a postcard to report your theme based fieldtrip to an African nation and the unique and/or unusual facts that you have learned. (see rubric in appendix) ➤ Common Assessment #2: <u>Myspace: Africa</u> Portray a teenager from an African country and set up a Myspace page informing the world about your homeland. (see rubric in appendix) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ “Visit” an African country assigned by the teacher, creating a detailed travel journal to record information on the physical features of the country as well as the political, economic, and educational systems, the various aspects of daily life, and points of interest/tourist attractions visited. Upon returning, write a final entry in which he/she compares life at home with that of the African country and relate his/her personal feelings on the quality of life in both places. ➤ Work in a small group to create and perform a puppet show or skit to convey the activities of daily life within one of the regions of Africa. ➤ Work in a group to create a “Where in Africa?” card or board game using physical features and landmarks as clues to solve the mystery place. Play the game as a class. ➤ Create an African mask or draw a picture of a mask. Include a key that explains what the mask represents. The mask could be reproductions of real African masks OR could be creations by the student, connected to his/her own real world. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>People, Places, and Change</p> <ul style="list-style-type: none"> ➤ People, Places and Change Chapters 20-24 pages 432-537 ➤ Student Edition CD-ROM People, Places and Change ➤ Special Needs Resource Package CD-ROM Holt Social Studies ➤ Audio CD Programs Holt Social Studies ➤ One Stop Planner with Test Generator People, Places and Change <p>Internet</p> <ul style="list-style-type: none"> ➤ http://www.hrw.com ➤ http://www.CNNStudentNews.com ➤ http://www.hrw.com/livelink

WEEK 26-30 - Latin America	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2) ➤ The student understands how cultures differ in their use of environments and resources. (SS.B.2.3.3) ➤ The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7) ➤ The student understands ways in which regional systems are interconnected. (SS.B.1.3.6) ➤ The student understands the patterns and processes of migration and diffusion throughout the world. (SS.B.2.3.1) ➤ The student understands the environmental consequences of people changing the physical environment in various world locations. (SS.B.2.3.6) ➤ Knows world patterns of resource distribution and utilization. (SS.B.2.3.8) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How have the physical systems affected where people live and how they make a living? ➤ How did European imperialism change Middle and South America? ➤ What makes cities attractive to people and what problems occur with urbanization? ➤ What is wrong with a one-crop economy? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Imperialism ➤ Urbanization ➤ Developing economy ➤ Deforestation ➤ Overpopulation <p>Skills</p> <ul style="list-style-type: none"> ➤ Organizing/Summarizing ➤ Evaluating/Analyzing ➤ Comparing/Contrasting ➤ Presenting/Role-Playing <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Geography helps determine where and how people live. ➤ European imperialism played a dominant role in the development of Middle and South America. ➤ Cities offer more opportunities for employment and with growth comes challenges. ➤ Economic diversification promotes stability 	<p>Required Performance Tasks/Assessments (Choose One of Two)</p> <ul style="list-style-type: none"> ➤ Common Assessment # 1: Candy Creations You are the president of a candy bar company, write a newspaper article that answers the question: From where do your ingredients come and how do they arrive at the factory so fresh. (see rubric in appendix) ➤ Common Assessment #2: Amazing Race FRIP You are going on an Amazing Race fieldtrip around Latin America. Create a poster to report on your theme based adventure and the unique and/or unusual facts that you have learned. (see rubric in appendix) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Based on information obtained in class and/or research, assume the identity of a grandmother or grandfather who was born in a rural area, but then moved to an urban area. (This could be ANY developing country. Students could be assigned different countries to achieve a more diverse classroom experience) Using the CRISS strategy of think, pair, share, explain to another student from your class the reasons for the move and how it has impacted your life. ➤ Write a RAFT: <ul style="list-style-type: none"> • Role: student with mestizo or mulatto heritage • Audience: Jacksonville pen pal • Format: letter • Topic: Describe your heritage, how/why your European or African ancestors arrived in this region and the conflicts that arose, and how it affects your life today. 	<p>People, Places, and Change</p> <ul style="list-style-type: none"> ➤ People, Places and Change Chapters 20-24 pages 432-537 ➤ Student Edition CD-ROM People, Places and Change ➤ Special Needs Resource Package CD-ROM Holt Social Studies ➤ Audio CD Programs Holt Social Studies ➤ One Stop Planner with Test Generator People, Places and Change <p>History Alive!</p> <ul style="list-style-type: none"> ➤ Interpreting Demographics of Middle and South American Countries <p>Internet</p> <ul style="list-style-type: none"> ➤ http://www.hrw.com ➤ http://www.CNNStudentNews.com ➤ http://www.hrw.com/livelink
FCAT-related activities in bold				

		1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
WEEK 31-35 Asia	<p>Social Studies Standards:</p> <ul style="list-style-type: none"> ➤ The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2) ➤ The student understands how cultures differ in their use of environments and resources. (SS.B.2.3.3) ➤ The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7) ➤ The student understands ways in which regional systems are interconnected. (SS.B.1.3.6) ➤ The student knows world patterns of resource distribution and utilization. (SS.B.2.3.8) ➤ The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion. (SS.B.1.3.1) ➤ The student understands how factors such as culture and technology influence the perception of places and regions. (SS.B.1.3.4) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How have the physical systems affected where people live and how they make a living? ➤ What impact did European imperialism have on Asia? ➤ What forces led to the rise of nationalism in Asia? ➤ What factors contribute to the economic disparity between the few developed and the many developing nations? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Imperialism ➤ Hinduism/Buddhism/Islam ➤ Nationalism ➤ Developing nations ➤ Capitalism/Communism ➤ Globalization <p>Skills</p> <ul style="list-style-type: none"> ➤ Organizing/Summarizing ➤ Evaluating/Analyzing ➤ Comparing/Contrasting ➤ Presenting/Role-Playing <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Geography helps determine where and how people live. ➤ European imperialism has had a lasting impact on Asia. ➤ Nationalism is an intensive belief in one's country. ➤ Differing economic levels exist based on the level of development and resources within a country. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Common Assessment # 1: Made in America? Editorial. (see rubric in appendix) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Work in groups to create individual pie graphs using data from the 1940s and 2000 showing the growth of different ethnic groups in each of the following countries: Japan, China and the Koreans. Create a display that compares and contrasts the data from these countries and write an extended response summary that explains your findings, and predicts possible impacts of this diversity of a selected country. ➤ Create a timeline showing the 10 most important events in the history of India from its days as a British colony to present day (including its move to independence, the change in political regions that followed and current hostilities with Pakistan). Create a concept map to illustrate these 10 events. For each event, write two paragraphs: The first describing the event, and the second describing its importance. Then choose the MOST influential event, and create a poster describing it and defending your choice of importance. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>People, Places, and Change</p> <ul style="list-style-type: none"> ➤ People, Places and Change Chapters 25-29 pages 538 - 665 ➤ Student Edition CD-ROM People, Places and Change ➤ Special Needs Resource Package CD-ROM Holt Social Studies ➤ Audio CD Programs Holt Social Studies ➤ One Stop Planner with Test Generator People, Places and Change <p>Internet Resources</p> <ul style="list-style-type: none"> ➤ Textbook Website: www.hrw.com ➤ www.CNNStudentNews.com ➤ www.hrw.com/livelink

WEEK 36 - PACIFIC WORLD	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards</p> <ul style="list-style-type: none"> ➤ The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2) ➤ The student understands how cultures differ in their use of environments and resources. (SS.B.2.3.3) ➤ The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7) ➤ The student understands ways in which regional systems are interconnected. (SS.B.1.3.6) ➤ The student understands how the environmental consequences of people changing the physical environment in various world locations. (SS.B.2.3.6) ➤ The student understands how the interaction between physical and human systems affects current conditions on Earth. (SS.B.2.3.9) ➤ The student understands how factors such as culture and technology influence the perception of places and regions. (SS.B.1.3.4) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How have physical systems affected where people live and how they make a living? ➤ Was European treatment of indigenous people justified? ➤ Does a nation have the right to colonize/annex Antarctica? ➤ What impact has technology had on movement? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Acculturation/Aborigines ➤ Exploration/Exploitation ➤ Colonization/annexation ➤ Globalization <p>Skills</p> <ul style="list-style-type: none"> ➤ Organizing/Summarizing ➤ Evaluating/Analyzing ➤ Comparing/Contrasting ➤ Presenting/Role-Playing <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Geography helps determine where and how people live. ➤ Views of imperialism are based on one's perspective. ➤ Some resources should be global. ➤ With improved technology comes greater mobilization. 	<p>Required Performance Tasks</p> <ul style="list-style-type: none"> ➤ Due to the short duration of this unit. There are no common assessments. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Research the best location to open a new business from the following choices: mainland Asia, Australia, or New Zealand. List the advantages and disadvantages of living/working on an island country as opposed to a mainland country. Make a decision as to whether the move will be economically profitable. Present your findings to the class with visual aids and be prepared to justify your decision. ➤ RAFT: Aboriginal Life ROLE: Aborigine boy or girl AUDIENCE: Jacksonville Pen Pal FORMAT: Letter TOPIC/THEME: Describe your heritage; how or why Europeans arrived in this region, the conflicts that arose and how it affects your life today. ➤ Work with a partner to research Australia's conversion by the British in the 1700s into a penal colony. Write a newspaper article, editorial/political cartoon from that time period that will illustrate this place, history and development. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>People, Places, and Change</p> <ul style="list-style-type: none"> ➤ People, Places and Change Chapters 30-31 pages 666- 711 ➤ Student Edition CD-ROM People, Places and Change ➤ Special Needs Resource Package CD-ROM Holt Social Studies ➤ Audio CD Programs Holt Social Studies ➤ One Stop Planner with Test Generator People, Places and Change <p>Internet Resources</p> <ul style="list-style-type: none"> ➤ Textbook Website: www.hrw.com ➤ www.CNNStudentNews.com ➤ www.hrw.com/livelink

APPENDIX A: COMMON ASSIGNMENTS

Unit I: Basic Geography Skills - Common Assignment 1: 5 THEMES OF GEOGRAPHY

STANDARDS: SS.B.1.3.1, SS.B.1.3.6, S.S.B.1.3.2, S.S.B.1.3.3, S.S.B.2.3.2, A1a, A4a, A5a, E1c, E3c, A3b, A4c, A3a, A4b, A5b, E2a, E4a, E1c, E3b

ASSESSMENT TASK: Students will work in groups to locate and display pictures/photos that illustrate the 5 Themes of Geography and will write one-sentence summaries that connects the pictures/photos to each theme.

DIRECTIONS:

1. Utilize 2 pictures/photos/illustrations that apply to each theme.
2. Create a display on poster board or construction paper that includes the following 4 components:
 - Assessment Title: 5 Themes of Geography
 - Theme Titles: Place, Location, Human-Environment Interaction, Movement, Region
 - 2 corresponding pictures/photos for each theme that are grouped together with each theme title
 - A one-sentence summary for each theme that illustrates the connection between the pictures/photos and the theme.
3. Display's construction must be of final draft quality.
4. Team Member's names should be placed on the BACK.

5 THEMES OF GEOGRAPHY POSTER RUBRIC

Score of 20

- All 4 required components are present
- All themes are **effectively illustrated** with 2 corresponding pictures/photos
- All one-sentence summaries show an **effective connection** between the pictures/photos and their theme
- Display's construction reflects a **publishable/final draft quality**

Score of 15

- All 4 required components are present
- All themes are **adequately illustrated** with 2 corresponding pictures/photos
- All one-sentence summaries show an **adequate connection** between the pictures/photos and their theme
- Display's construction reflects a **final draft quality**

Score of 10

- All 4 required components are present
- All themes are **adequately illustrated** with 2 corresponding pictures/photos
- Most one-sentence summaries are **present** and show a **connection** between the pictures/photos and their theme
- Display's construction reflects a **final draft quality**

Score of 5

- Most required components are present
- Most themes are **illustrated** with some corresponding pictures/photos
- Some one-sentence summaries are **present** and show a **connection** between the pictures/photos and their theme
- Display's construction reflects a **rough draft quality**

Score of 0

- Few required components are present
- Few themes are **illustrated** with some corresponding pictures/photos
- Few one-sentence summaries are **present** and **inadequately connect** the pictures/photos and their theme
- Display's construction reflects a **rough draft quality**

Unit I: Basic Geography Skills - Common Assignment 2: Country Creation

Country Creation

Introduction to Geography Performance Assessment

TASK

You are to create a theme based country that contains the world's major physical features along with various political/human features

PRODUCT

Create a map of a theme-based country that contains the world's major physical features along with various political/human features. Final Draft must include the following elements:

- 9 landforms, 8 waterbodies, 8 political/human features (see list)
- Compass rose
- Key
- Title (Thematic Name of Country)

STANDARDS: SS.B. 1.3.1; SS.B. 1.3.6

RUBRIC

APPLICATION OF THEME	ADEQUATE 14	ACCURATE 16	EFFECTIVE 20
CREATION/PLACEMENT OF LANDFORMS	ADEQUATE 21	ACCURATE 24	EFFECTIVE 30
CREATION/PLACEMENT OF WATERBODIES	ADEQUATE 21	ACCURATE 24	EFFECTIVE 30
CREATION/PLACEMENT POLITICAL/HUMAN FEATURES	ADEQUATE 9	ACCURATE 12	EFFECTIVE 15
KEY/COMPASS ROSE	ADEQUATE 3	ACCURATE 4	EFFECTIVE 5

PACING GUIDE

_____ Step 1. Pick a theme. All the names you give to the places and physical features of the country must be based on this theme.

_____ Step 2. Draw a map of your country with one of each of the following 25 items and give each a name that relates to your theme.

LANDFORMS

- ___ 1. Peninsula
- ___ 2. Island (not your country)
- ___ 3. Archipelago
- ___ 4. Mountain range (hint: what WB is it probably near?)
- ___ 5. Plains -- COLOR GREEN
- ___ 6. Plateau -- COLOR BROWN
- ___ 7. Desert (hint: probably not located near a body of water or city)
- ___ 8. Hill
- ___ 9. Swamp

WATERBODIES

- ___ 10. River w/delta - COLOR BLUE (hint: remember where a river must begin?)
- ___ 11. Tributary - COLOR PURPLE (hint: remember what it must be connected to?)
- ___ 12. Canal (hint: remember what it must connect?)
- ___ 13. Strait (hint: remember what it must connect?)
- ___ 14. Gulf (hint: remember its size compared to a bay)
- ___ 15. Ocean
- ___ 16. Bay (hint: remember its size compared to a gulf)
- ___ 17. Lake-- COLOR BLUE (hint: what other WB might connect to it?)

POLITICAL/HUMAN FEATURES

- ___ 18. Capital city (use star w/circle around it) (consider the location carefully)
- ___ 19. 6 cities (3 close together & 3 far apart) (consider the location carefully)
- ___ 20. Bridge (hint: it must go over something and each end be connected to a road)
- ___ 21. Railroad (hint: it should make at least one stop at a city - the capital is best)
- ___ 22. Highways - COLOR RED (hint: between cities far apart)
- ___ 23. Roads - COLOR ORANGE (hint: between cities close together)
- ___ 24. Airport (hint: a road/railroad should connect it to a city)
- ___ 25. Amusement park (hint: a road/railroad should connect it to a city)

_____ Step 3. Create final draft poster. All written information must be in pen/colored marker/crayon/colored pencil.

Unit II: U.S. & Canada - Common Assignment 1: Melting Pot Quilt

“America is a Melting Pot” Quilt

United States and Canada Performance Assessment

TASK

Create a quilt illustrating the European/African/Asian/Latin American influences on American Society. If you choose, focus on one element such as food, clothing, or pop culture.

PRODUCT (this sample focuses on food)

Each individual will create a “quilt square” that contains the following elements:

- Name of food/dish (note: pizza, hamburgers, macaroni-n-cheese, tacos, & spaghetti are excluded)
- Origin of influence
- Paragraph in which you vividly describe the situation in which you usually consume this food/dish, what it tastes/smells like, and why you love it
- Illustration of food/dish or the recipe

Assemble the squares into a quilt.

STANDARDS

S.S.B. 2.3.3, S.S.B. 2.3.7, S.S.B. 1.3.6

“America is a Melting Pot” Quilt
United States and Canada Performance Assessment

RUBRIC

SCORE	REQUIRED ELEMENTS
5 = A	<ul style="list-style-type: none"> • Name of dish/food & Origin of Influence identified • Visual representation of the dish/food or recipe • Focused paragraph that describes the situation in which you usually consume this food/dish, what it tastes/smells like, and why you love it • Paragraph demonstrates an understanding of the rules of the English language • Construction displays final draft quality
4 = B	Missing one of the above elements
3= C	Missing two of the above elements
2= D	Missing three of the above elements
1= F	Missing four of the above elements

PACING GUIDE

_____STEP 1: Pick your favorite food/dish (no hamburgers, spaghetti, m-n-c, pizza, or tacos)

_____STEP 2: Research your food/dish to determine its region of origin (Europe, Africa, Asia, Latin America)

_____STEP 3: Locate and acquire illustration

_____STEP 4: Compose Focused Paragraph

_____STEP 5: Create Final Draft (see elements sample)

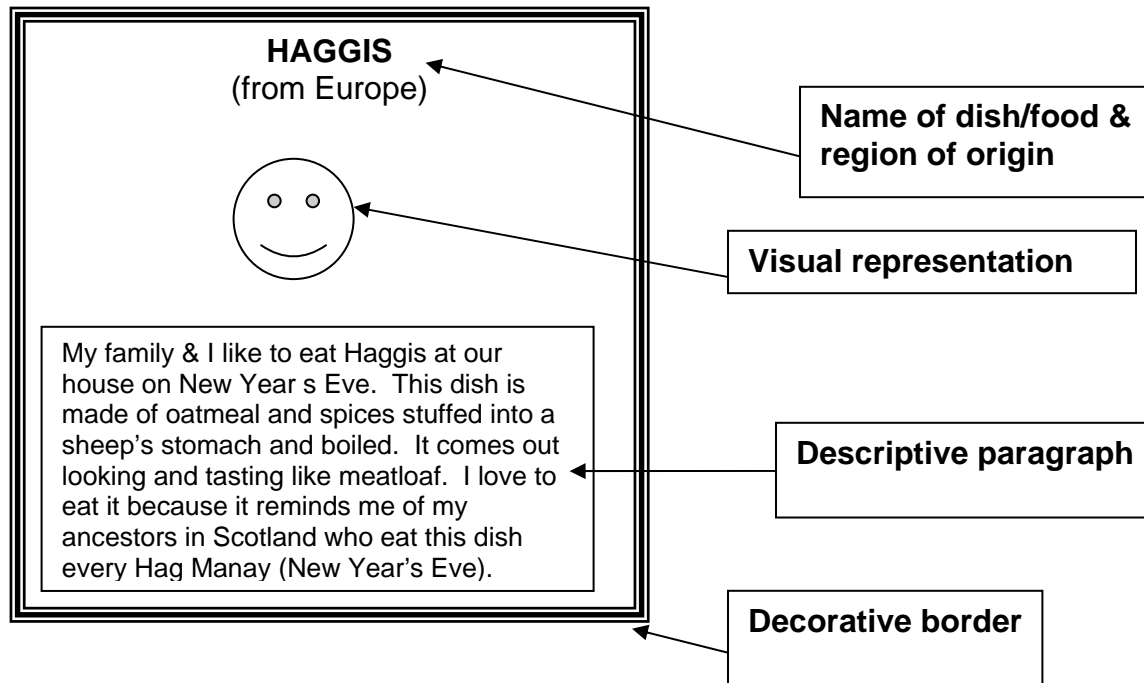
“America is a Melting Pot” Quilt

United States and Canada Performance Assessment

FINAL DRAFT ELEMENTS:

1. Complete all written information in pen/ink/colored marker/colored pencil.
2. Decorate your border.
3. Cut the final draft quilt square to proper size

SAMPLE FINAL DRAFT PRODUCT



Unit II: U.S. & Canada - Common Assignment 2: Birth of Jacksonville

Standards:

- E2C** – The student produces a narrative account that
- Engages the reader.
 - Establishes a situation setting.
 - Includes sensory details and concrete language.

SS.A.1.3.3 – The student knows how to impose temporal structure on historical narratives.

Directions:

Using the 4 creation stories you were given as models, imagine you are a storyteller describing the creation of Jacksonville. Your story should include some items common to all creation stories: who created it, how it was created and where it was created. Use the following rubric to guide you along the way.

1. The organization of the assignment is clear and easy to follow.	1	2	3	4	5
2. The assignment employs the appropriate information and facts	1	2	3	4	5
3. The student writes from the viewpoint of an observer rather than as a participant.	1	2	3	4	5
4. The student incorporated dialogue and action to determine a subject's actions.	1	2	3	4	5
5. The student recounts incidents in which Jacksonville was involved.	1	2	3	4	5
6. A working rough draft with corrections is provided.	1	2	3	4	5
7. The spelling, punctuation, and grammar on the assignment are accurate.	1	2	3	4	5
8. The writing assignment is neatly typed or handwritten..	1	2	3	4	5

Additional comments:

Total points: _____

STORY OF MAUI (Hawaii)

Eons ago, there was born the Demigod Maui. His father was the holder of the heavens and his mother was the guardian of the path to the Netherworld. Maui was the only one of the children who possessed the powers of magic and miracles.

Maui was the smallest of the family. He had the quickest of mind and had an extremely rascally nature about him. Maui would take any advantage of both his friends and the gods in his quest to fulfill his schemes.

It is said that Maui was not a god fisherman. His brothers were much more skilled. They would often laugh at him for his poor success. In revenge, Maui used his cunning to fill his boat with catch at his brother's expense. Maui would position his boat so that when one of his brothers began to pull in a fish, he would distract them so that he could pull his line across theirs stealing their fish.

Maui's brothers could only marvel at their younger brother. However they soon caught on and refused to take him fishing with them. Maui's fortune turned against him. His mother then sent him to his father to obtain a magic hook.

"Go to your father. There you will receive the hook called Manaiakalani, the hook fastened to the heavens. When the hook catches land, it will raise the old seas together."

Maui returned with his hook. He joined his brothers in another fishing expedition. They jeered him and threw him out of the boat. When they returned, they were empty handed. Maui berated them. He stated that if they had allowed him to join them, they would have had better success. The brothers decided to allow him to join them in their canoe for another chance.

They paddled far into the deep ocean and threw their lines overboard. To their dismay, they only caught sharks. The brothers ridiculed Maui asking "Where are the fish you promised?"

Maui then rose and threw his magical hook into the ocean. Chanting a spell of power, he commanded the hook to catch the Great Fish.

At once the sea began to move. Great waves rose around the canoe. Maui commanded his brothers to paddle with all their might and to not look back. For two days, Maui held taut the magic line and hook while his brothers kept paddling furiously. Suddenly from below the depths arose the tops of great mountains in a series of peaks that broke the surface of the ocean. Maui reminded his brothers to keep paddling mightily. Maui pulled mightily against the line and forced the peaks even farther out of the water.

One of his brothers then broke the command and gazed back in awe at the sight of the rising land. He stopped paddling and quickly the magic line began to slacken in Maui's hands. Before he could call out to his brothers, the line snapped and the magic hook was lost forever beneath the sea.

Maui chastised his brothers for their failure to paddle as he had commanded. "I had endeavored to raise a great continent but because of your weakness I have only these islands to show for all my efforts."

And this is how the Islands of Hawaii's came to be...

In the beginning, heaven and earth were not divided. Then, from the ocean of chaos, a reed arose, and that was the eternal land ruler, Kunitokotatchi.

Then came the female God, Izanami, and the male, Izanagi. They stood on the floating bridge of heaven and stirred the ocean with a jeweled spear until it curdled, and so created the first island, Onokoro. They built a house on this island, with a central stone pillar that is the backbone of the world. Izanami walked one way around the pillar, and Izanagi walked the other. When they met face to face, they united in marriage.

Their first child was named Hiruko, but he did not thrive, so when he was three, they placed him in a reed boat and set him adrift, he became Ebisu, God of fishermen.

Then Izanami gave birth to the eight islands of Japan. And finally Izanami began to give birth to the Gods who would fashion and rule the world -- Gods of the sea and Gods of the land, Gods of wind and rain. But when Izanami gave birth to the God of fire, she was badly burned and died.

Izanagi was furious with the fire God and cut him into three pieces. Then he set out to search for Izanami. He went right down into the Land of Gloom looking for her. He called her, saying, "Come back, my love. The lands we are making are not yet finished!"

She came to him, saying, "You are too late. I have already eaten the food of this land, but I would like to return. Wait here for me, and I will ask permission from the spirits of the underworld. But do not try to look at me."

At length, Izanagi got tired of waiting, so he broke off a tooth from the comb he wore in his hair to use as a torch and followed her. When he found her, he saw that she was already rotting and maggots were swarming over her body. She was giving birth to the eight Gods of thunder.

Izanagi drew back, revolted. Izanami called after him, "Shame on you." She commanded the foul spirits of the Land of Gloom to slay him.

The spirits pursued Izanagi, but he managed to escape. He threw down his headdress and it turned into grapes, which the spirits stopped to eat. Then he threw down his comb, which turned into bamboo shoots, and once again the spirits stopped to eat.

By the time Izanagi reached the pass between the land of the dead and the land of the living, Izanami herself had nearly caught up with him. But Izanagi saw her coming and quickly blocked the pass with a huge boulder that it would take a thousand men to lift, so making a permanent barrier between life and death.

Standing on the other side of the boulder, Izanami shouted, "Every day I will kill a thousand people, and bring them to this land!"

Izanagi replied, "Every day I will cause one thousand five hundred babies to be born."

Then Izanagi left Izanami to rule the Land of Gloom, and returned to the land of the living.

In the beginning there was no earth to live on, but up above, in the Great Blue, there was a woman who dreamed dreams.

One night she dreamed about a tree covered with white blossoms, a tree that brightened up the sky when its flowers opened but that brought terrible darkness when they closed again. The dream frightened her, so she went and told it to the wise old men who lived with her in their village in the sky.

"Pull up this tree," she begged them, but they did not understand. All they did was dig around its roots, to make space for more light. But the tree just fell through the hole they had made and disappeared. After that there was no light at all, only darkness.

The old men grew frightened of the woman and her dreams. It was her fault that the light had disappeared forever.

So they dragged her toward the hole and pushed her through as well. Down, down she fell, down toward the great emptiness. There was nothing below her but a heaving waste of water. She would surely have been smashed to pieces, this strange dreaming woman from the Great Blue, had not a fish hawk come to her aid. His feathers made a pillow for her and she drifted gently above the waves.

But the fish hawk could not keep her up all on his own. He needed help. So he called out to the creatures of the deep. "We must find some firm ground for this poor woman to rest on," he said anxiously. But there was no ground, only the swirling, endless waters.

A helldiver went down, down, down to the very bottom of the sea and brought back a little bit of mud in his beak. He found a turtle, smeared the mud onto its back, and dived down again for more.

Then the ducks joined in. They loved getting muddy and they too brought beaksful of the ocean floor and spread it over the turtle's shell. The beavers helped -- they were great builders -- and they worked away, making the shell bigger and bigger.

Everybody was very busy now and everybody was excited. This world they were making seemed to be growing enormous! The birds and the animals rushed about building countries, the continents, until, in the end, they had made the whole round earth, while all the time the sky woman was safely sitting on the turtle's back.

And the turtle holds the earth up to this very day.

In the beginning God created the heavens and the earth. The earth was without form and void, and darkness was upon the face of the deep; and the Spirit of God was moving over the face of the waters.

And God said, "Let there be light" and there was light. And God saw that the light was good; and God separated the light from the darkness. God called the light Day, and the darkness he called Night. And there was evening and there was morning, one day.

And God said, "Let there be a firmament in the midst of the waters, and let it separate the waters from the waters." And God made the firmament and separated the waters which were under the firmament from the waters which were above the firmament. And it was so. And God called the firmament Heaven. And there was evening and there was morning, a second day.

And God said, "Let the waters under the heavens be gathered together into one place, and let the dry land appear." And it was so. God called the dry land Earth, and the waters that were gathered together he called Seas. And God saw that it was good. And God said, "Let the earth put forth vegetation, plants yielding seed, and fruit trees bearing fruit in which is their seed, each according to its kind, upon the earth." And it was so. The earth brought forth vegetation, plants yielding seed according to their own kinds, and trees bearing fruit in which is their seed, each according to its kind. And God saw that it was good. And there was evening and there was morning, a third day. And God said, "Let there be lights in the firmament of the heavens to separate the day from the night; and let them be for signs and for seasons and for days and years, and let them be lights in the firmament of the heavens to give light upon the earth." And it was so. And God made the two great lights, the greater light to rule the day, and the lesser light to rule the night; he made the stars also. And God set them in the firmament of the heavens to give light upon the earth, to rule over the day and over the night, and to separate the light from the darkness. And God saw that it was good. And there was evening and there was morning, a fourth day.

And God said, "Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the firmament of the heavens." So God created the great sea monsters and every living creature that moves, with which the waters swarm, according to their kinds, and every winged bird according to its kind. And God saw that it was good. And God blessed them, saying, "Be fruitful and multiply and fill the waters in the seas, and let birds multiply on the earth." And there was evening and there was morning, a fifth day.

And God said, "Let the earth bring forth living creatures according to their kinds, cattle and creeping things and beasts of the earth according to their kinds." And it was so. And God made the beasts of the earth according to their kinds, and the cattle according to their kinds, and everything that creeps upon the ground according to its kind. And God saw that it was good.

Then God said, "Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the earth, and over every creeping thing that creeps upon the earth." So God created man in his own image, in the image of God he created him; male and female he created them. And God blessed them, and God said to them, "Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth." And God said, "Behold, I have given you every plant yielding seed which is upon the face of all earth, and every tree with seed in its fruit; you shall have them for food. And to every beast of the earth, and to every bird of the air, and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food." And it was so. And God saw everything that he had made, and behold, it was very good. And there was evening and there was morning, a sixth day. Thus the heavens and the earth were finished, and all the host of them. And on the seventh day God finished his work which he had done. So God blessed the seventh day and hallowed it, because on it God rested from all his work which he had done in creation.

Unit III: Middle East - Common Assignment 1: Travel Brochure

CURRICULUM TOPICS: Middle East

STANDARDS: SS.B.2.3.2, S.S.B.2.3.3, S.S.B.2.3.7, S.S.B.1.3.1, A1a, E1c, A2b, E2a, A3b, E2e, A4a, E4a, A4b, E4b, A4c, A5c

ASSESSMENT TASK: Students will work individually to create a travel brochure on a Middle Eastern country that includes information on its physical, political, economic, and social systems as well as convincing details and illustrations that would persuade someone to choose this country as a vacation destination.

TIME FRAME: 1 week

SITUATION: You are working for an advertising firm and have been assigned the task of creating a travel brochure on a Middle Eastern country. Your brochure should include information on its physical, political, economic, and social systems as well as convincing details & illustrations that would persuade someone to choose this country as a vacation destination.

DIRECTIONS:

1. Choose a country (done in class)
2. Locate information on the following 11 physical/human characteristics:
 1. Capital City
 2. Relative location
 3. Absolute location
 4. Area
 5. Main climate type
 6. Population
 7. Population increase/decrease rate
 8. Main language(s)
 9. Main religion(s)
 10. Independence day
 11. Type of currency
3. Create a list of the top 5 reasons why a client should choose your country as a vacation destination. This persuasive list could include unusual/unique facts or features, best vacation months, tourist attractions/points of interest, value per dollar, etc.
4. Have a friend or your parent review your research/rough draft to verify that your 11 characteristics are complete and correct AND that your top 5 list is persuasive.
5. Produce a final brochure that includes the following 3 components:

Outside

 - Country name & picture representing the country
 - 11 physical and human characteristics
 - Country flag and Map of country

Inside

 - Top 5 reasons to visit country
 - 2 pictures representing the country
6. Brochure's construction must be of final draft quality.
7. Name of brochure designer should be placed only on the back.

Middle Eastern Travel Brochure

Score of 50

- All 3 required components are present
- Front cover **effectively represents** country
- All inside information is **complete and correct**
- Top 5 list is **effectively persuasive**
- Display's construction reflects a **publishable/final draft quality**

Score of 45

- All 3 required components are present
- Front cover **accurately represents** country
- All inside information is **complete and correct**
- Top 5 list is **persuasive**
- Display's construction reflects a **publishable/final draft quality**

Score of 40

- All 3 required components are present
- Front cover **adequately represents** country
- Most inside information is **complete and correct**
- Top 5 list is **generally persuasive**
- Display's construction reflects a **final draft quality**

Score of 30

- All 3 required components are present
- Front cover **adequately represents** country
- Most inside information is **complete and correct**
- Top 5 list is **related** to country
- Display's construction reflects a **final draft quality**

Score of 20

- Most required components are present
- Front cover **inadequately represents** country
- Some inside information is **complete and correct**
- Top 5 list is **inadequately related** to country
- Display's construction reflects a **rough draft quality**

Score of 10

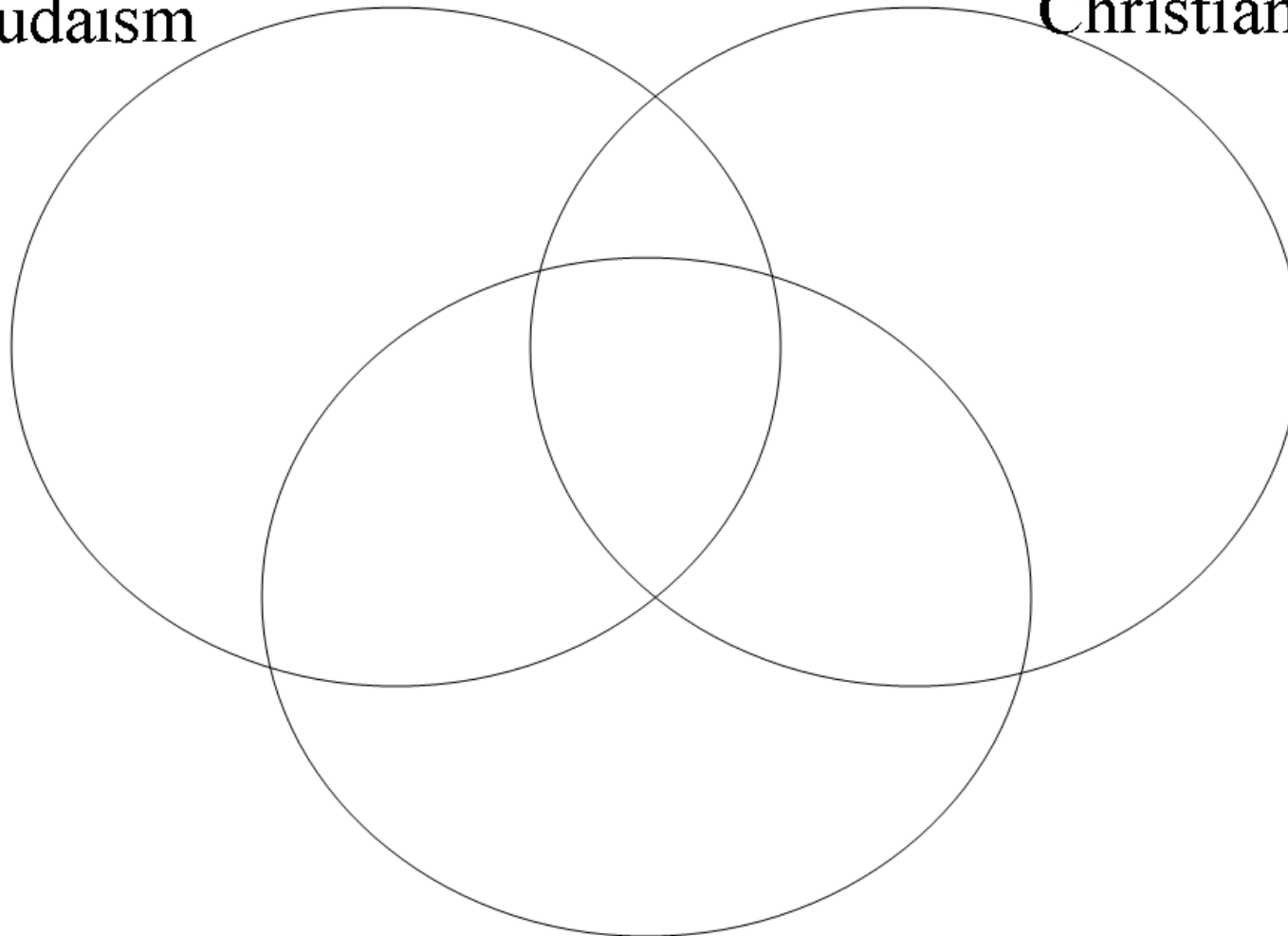
- Few required components are present
- Front cover is **unrelated** to country
- Inside information is **incomplete and incorrect**
- Top 5 list is **unrelated** to country
- Display's construction reflects a **rough draft quality**

Unit III: Middle East – Common Assessment: 3 Religions Venn Diagram

3 Religions Venn Diagram

Judaism

Christianity



Islam

IV: Europe & Russia - Common Assignment 1: Europe RAFT

<u>Element or Component</u>	<u>“A”: Exceptional (20)</u>	<u>“B”: Good (16)</u>	<u>“C”: Average (14)</u>	<u>“D”: Poor (12)</u>	<u>Teacher Comments:</u>
<i>Venn Diagram (20 points)</i>	<i>Venn Diagram went above and beyond required number of facts, accurate information and insightful comparisons between Eastern Europe during Communism and Eastern Europe today.</i>	<i>Venn Diagram included the required number of facts and adequate amounts of insight and analytical comparisons.</i>	<i>Venn Diagram has one or two facts missing or incomplete and insights were superficial or incomplete. Comparisons made were inadequate.</i>	<i>Venn Diagram was almost completely empty was sloppy or contained inaccurate information.</i>	
<i>RAFT Essay: Content (20 points)</i>	<i>RAFT Essay content went above and beyond the required length and included interesting information. The essay was highly persuasive.</i>	<i>RAFT Essay content included the required amount of information and was mildly persuasive.</i>	<i>RAFT Essay content was partially complete or poorly written. Information was missing, inaccurate or inadequate in nature.</i>	<i>RAFT Essay content was almost completely incomplete or was poorly done. Information contained in the assignment was inaccurate or offensive.</i>	
<i>RAFT Essay: Mechanics (20 points)</i>	<i>The submitted assignment was flawless insofar as errors in spelling, grammar or usage.</i>	<i>The submitted assignment contained only one or two errors that did not distract from the overall assignment.</i>	<i>The submitted assignment had many errors in spelling, grammar and usage that was distracting to the reader.</i>	<i>The submitted assignment was riddled with errors in spelling and grammar. It was clear that the student did not proofread.</i>	
<i>Creativity (20 points)</i>	<i>Submitted assignment was extremely creative.</i>	<i>Submitted assignment was adequately creative.</i>	<i>Submitted assignment was not creative but an effort was made towards creativity.</i>	<i>Submitted assignment expressed no effort to be creative.</i>	
<i>Presentation (20 points)</i>	<i>Student presented project with enthusiasm and confidence.</i>	<i>Student presented project with adequate skill.</i>	<i>Student presented but stumbled a bit during the presentation.</i>	<i>Student did not prepare for the presentation. Student presented inaccurate information.</i>	
<i>Total Score 100 points</i>					

RELEVANT STANDARDS:

- The student understands ways in which regional systems are interconnected. (SS.B.1.3.6)
- The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7)
- The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2)

Unit IV: Europe & Russia - Common Assignment 2: Russia Poster/Political Cartoon

<u>Element or Component</u>	<u>“A”: Exceptional (25)</u>	<u>“B”: Good (20)</u>	<u>“C”: Average (18)</u>	<u>“D”: Poor (15)</u>	<u>Teacher Comments:</u>
<i>Poster/Political Cartoon: Content (25 points)</i>	<i>Poster/political cartoon went above and beyond required number of facts, accurate information and insightful and persuasive depiction of either Communist or Post-Communist Russia..</i>	<i>Poster/political cartoon included the required number of facts and adequate amounts of insight and persuasion..</i>	<i>Poster/political cartoon has one or two facts missing or incomplete and insights were superficial or incomplete. The final product was bland and not fully persuasive..</i>	<i>Poster/political cartoon was almost completely empty was sloppy or contained inaccurate information.</i>	
<i>Poster/Political Cartoon: Mechanics (25 points)</i>	<i>The submitted assignment was flawless insofar as errors in spelling, grammar or usage.</i>	<i>The submitted assignment contained only one or two errors that did not distract from the overall assignment.</i>	<i>The submitted assignment had many errors in spelling, grammar and usage that was distracting to the reader.</i>	<i>The submitted assignment was riddled with errors in spelling and grammar. It was clear that the student did not proofread.</i>	
<i>Creativity (25 points)</i>	<i>Submitted assignment was extremely creative.</i>	<i>Submitted assignment was adequately creative.</i>	<i>Submitted assignment was not creative but an effort was made towards creativity.</i>	<i>Submitted assignment expressed no effort to be creative.</i>	
<i>Presentation (25 points)</i>	<i>Student presented project with enthusiasm and confidence.</i>	<i>Student presented project with adequate skill.</i>	<i>Student presented but stumbled a bit during the presentation.</i>	<i>Student did not prepare for the presentation. Student presented inaccurate information.</i>	
<i>Total Score 100 points</i>					

RELEVANT STANDARDS:

- The student understands ways in which regional systems are interconnected. (SS.B.1.3.6)
- The student will know how various human systems have developed in response to physical conditions. (SS.B.2.3.7)
- The student will know the human and physical characteristics of different places in the world and how these characteristics change over time. (SS.B.2.3.2)

Unit V: Africa - Common Assignment 1: African Postcard**The Cat in the Hat's FRIP to Africa**
AFRICA PERFORMANCE ASSESSMENT**TASK**

You are going on a **FRIP** to an African nation. A **FRIP** is a “FUN field trip” that revolves around a theme such as food, fashion, fun, etc. As you visit your country, you will write a postcard to someone back home reporting on your adventure and the unique and/or unusual facts that you have learned.

PRODUCT

Create a **postcard** to report on your theme based adventure to an African nation and the unique and/or unusual facts that you have learned. It must include the following elements:

- Illustration of your nation that connects w/theme (front)
- 4-line Dr. Seuss style rhyme (aka: Cat in the Hat = CITH) that connects your nation w/ theme (front) – Rhyme scheme = ABCB
- Stamp (connects nations with theme) (back)
- Name and address of recipient (back)
- Letter describing your adventure and the unique and/or unusual facts that you have learned. (back)

STANDARDS: SS.B. 2.3.3; SS.B. 1.3.6; A3a; E1c; E2a

**The Cat in the Hat's FRIP to Africa
AFRICA PERFORMANCE ASSESSMENT**

RUBRIC

ADDRESS	ADEQUATE 8	ACCURATE 9	EFFECTIVE 10
STAMP	ADEQUATE 8	ACCURATE 9	EFFECTIVE 10
ILLUSTRATION	ADEQUATE 8	ACCURATE 9	EFFECTIVE 10
CITH RHYME	ADEQUATE 8	ACCURATE 9	EFFECTIVE 10
FINAL DRAFT FORMAT	ADEQUATE 8	ACCURATE 9	EFFECTIVE 10
USE OF THEME	ADEQUATE 8	ACCURATE 9	EFFECTIVE 10
LETTER	ADEQUATE 28	ACCURATE 32	EFFECTIVE 40

PACING GUIDE

- ____ STEP 1: CHOOSE A NATION _____
- ____ STEP 2: CHOOSE A THEME _____
- ____ STEP 3: LOCATE 3 FACTS/CONNECT TO THEME
- ____ STEP 4: WRITE YOUR LETTER (ROUGH DRAFT)
- ____ STEP 5: PROOFREAD W/PARTNER/TEACHER
- ____ STEP 6: CREATE
- ____ STEP 7: CREATE BACK
- ____ STEP 8: PROOFREAD W/PARTNER/TEACHER
- ____ STEP 9: CREATE FINAL DRAFT (NO PENCIL)
- ____ STEP 10: TURN IN TO MRS. SULLIVAN

**The Cat in the Hat's FRIP to Africa
AFRICA PERFORMANCE ASSESSMENT**

SAMPLE FRONT



**MY TRIP TO FROG LAND
BEGAN WITH A FROWN
UNTIL I LEARNED THAT HERE
MOST FROGS WEAR A CROWN**

SAMPLE BACK

Dear Uncle Bob,

I have just been on a week's vacation to Frog Land. Too bad I have to come home tomorrow. Everything here soooo green and beautiful. I have seen lots of frogs and toads but no princes. What I have seen is some awesome fashion. These frogs love to wear gold crowns on their heads 24/7. In addition, they also have specially designed frog flip-flops that they wear to keep from burning their tiny feet on the scorching streets. Finally, they love to wear polos with the Tommy Frogfigger logo on the pocket. Yes you know me well. I bought myself all of the above in several different shades of green. I even had to purchase another suitcase to get home. See you soon. Wait until you see what I'm bringing you.

Love,

Megan



**Robert Bennett
12 Hoppy Road
Ribbit, Florida
12121**

Unit V: Africa - Common Assignment 2: African Freedom Song**CURRICULUM TOPICS:** ASIA

STANDARDS: SS.B.2.3.2, S.S.B.2.3.3, S.S.B.2.3.7, S.S.B.1.3.1, A1a, E1c, M1a, A2b, E2a, M1c, A3b, E2e, M1e, A4a, E4a, M6g, A4b, E4b, M6h, A4c, M7a, A5c, M8a

ASSESSMENT TASK: The students will assume the role of a jailed South African to write the lyrics to a song protesting apartheid. The audience is their fellow South Africans. (NOTE TO TEACHER: The use of the rough draft and final draft templates is optional.)

TIME FRAME: 2-3 CLASS PERIODS

SITUATION: This activity is designed to allow students to learn about forms of resistance to apartheid and to assume the role of a jailed South African to write their own protest songs. This is an excellent opportunity to connect South Africa's resistance to Apartheid with the United States and the 1960's.

DIRECTIONS

1. Gathering the Songs- The Teacher will need to play 1 or more songs as an example of resistance. Some Suggestions to use are: Weeping by Josh Groban, The Serafina soundtrack, various Bob Dylan songs, etc. There is an endless list of songs to choose from. Teachers should use resources already in their possession whenever possible.

2. Word Bank – The teacher will need to take 4 words or phrases from the song(s) played. Require students to include these words in their song.

3. People, Places, and Events - Teacher should provide a list of people, places, and events instrumental in South African history. Examples would include: Albert Lutuli, Steven Biko, Nelson Mandela, Sharpesville, etc.

(<http://www.raceandhistory.com/historicalviews/southafricatimeline.htm>) is one of many websites to use as a resource.

Names: _____ Period: _____

Freedom Song Rubric

Score of 30: exceeds standard

- Title is located at the top of the project and reflects originality
- Consists of at least 15 stanzas
- All 4 phrases from word bank are included
- References to at least 2 figures, groups, or events from the list provided.
- Language vividly captures how it feels to live under apartheid
- Display's construction reflects a publishable/final draft quality

Score of 25: exceeds standard

- Missing one of the above items

Score of 20: meets standard

- Missing two of the above items

Score of 15: meets standard

- Missing three of the above items

Score of 10: does not meet standard

- Missing four of the above items

Score of 5: does not meet standard

- Missing 5 of the above items

Final grade: _____

Unit VI: Latin America - Common Assignment 1: Candy Creations**CANDY CONNECTIONS
LATIN AMERICA PERFORMANCE ASSESSMENT**

TASK: You are the president of a candy bar company. A local middle school Geography class just toured your factory and saw their favorite sweets being made. After returning to school, they sent you an email asking the following question: "From where do your ingredients come and how do they arrive at the factory so fresh?" You then write them a response that will be included in the next issue of the school newspaper and include a map illustration to highlight the areas of origin and transportation routes of the ingredients.

PRODUCT: Newspaper article that answers the class' question that includes a map illustrating the areas of origin and the transportation routes of the ingredients.

STANDARDS: SS.B. 2.3.3; SS.B. 1.3.6; A3a; E1c; E2a

PACING GUIDE

____ Step 1: Bring a candy bar to class

____ Step 2: Create a two-column chart in which you list all of the natural ingredients in the left column.

____ Step 3: Using the internet or another source, locate one country that produces each of the main ingredients and list them in the chart in the right column. Each ingredient should come from a different country.

____ Step 4: Using a political world map, locate the city in which your candy bar is produced and mark it with a STAR (*).

____ Step 5: Using a political world map, create key in which each ingredient is assigned a different color.

____ Step 6: Using a political world map, locate each country that exports each ingredient and color code it with the same color as its ingredient.

____ Step 7: Using a political world map, connect the exporting country with the producing city using a colored line that corresponds with the ingredients key.

____ Step 8: Write a catchy, clever title for your article that includes the name of your candy and your name

____ Step 9: Write effective, focused, 1st person article, in the extended response format, in which you answer the question: “From where do your ingredients come and how do they arrive at the factory so fresh?” Your article should include a

- focused topic sentence that sets the scene
- specific, vivid examples
- transitions
- strong, catchy conclusion

____ Step 10: Create a final draft copy that includes

- Catchy, clever title (see step 8)
- Political world map (see steps 4-7)
- Focused, 1st person article (see step 10)

RUBRIC

CATCHY TITLE (SE STEP 8)	ADEQUATE 7	ACCURATE 8	EFFECTIVE 10
MAP (SEE STEPS 4-7)	ADEQUATE 21	ACCURATE 24	EFFECTIVE 30
FOCUSED, 1 ST PERSON ARTICLE (SEE STEP 9)	ADEQUATE 30	ACCURATE 35	EFFECTIVE 50
FINAL DRAFT CONSTRUCTION	ADEQUATE 7	ACCURATE 8	EFFECTIVE 10

Unit VI: Latin America - Common Assignment 2: The Amazing Race**AMAZING RACE: LATIN AMERICA
LATIN AMERICA PERFORMANCE ASSESSMENT:****TASK**

You are going on an **AMAZING RACE FRIP** around the Western Hemisphere. A **FRIP** is a “field trip” that revolves around a theme that begins with the letter “**F**”, such as food, fashion, fun (recreation), fiancées (weddings), finances (money), funerals, or faux pas (bad manners). As you visit each country, you will “collect” clues (information) and present them in the form of a poster to the “judge” at the end to see if you have won the grand prize.

PRODUCT

Create a **poster** to report on your adventure and the unique and/or unusual facts that you have learned.

The **poster** MUST include:

- A. a blog (typed) or a diary entry (hand written) in which you report on your adventure and the “clues” (unique and/or unusual facts) that you have collected
- B. a map illustrating your travel path
- C. a collage illustrating the “clues” that you have collected

STANDARDS: SS.B. 2.3.3; SS.B. 1.3.6; A3a; E1c; E2a

**AMAZING RACE: LATIN AMERICA
LATIN AMERICA PERFORMANCE ASSESSMENT:**

RUBRIC

CLUE COLLECTION	ADEQUATE 12	ACCURATE 14	EFFECTIVE 16	AMAZING 20
COLLAGE ILLUSTRATION	ADEQUATE 6	ACCURATE 7	EFFECTIVE 8	AMAZING 10
MAP ILLUSTRATION	ADEQUATE 6	ACCURATE 7	EFFECTIVE 8	AMAZING 10
BLOG/DIARY ENTRY	ADEQUATE 30	ACCURATE 35	EFFECTIVE 40	AMAZING 50
FINAL DRAFT PRESENTATION	ADEQUATE 6	ACCURATE 7	EFFECTIVE 8	AMAZING 10

PACING GUIDE

- ____STEP 1: CHOOSE A THEME
- ____STEP 2: COLLECT THE CLUES
- ____STEP 3: SUBMIT CLUE SHEET TO TEACHER TO RECEIVE CREDIT
- ____STEP 4: CREATE TRAVEL MAP
- ____STEP 5: CREATE COLLAGE
- ____STEP 6: WRITE YOUR BLOG/DIARY ENTRY (ONE PARAGRAPH)
- ____STEP 7: PROOFREAD/REVISE BLOG/DIARY ENTRY
- ____STEP 8: WRITE FINAL DRAFT OF BLOG/DIARY ENTRY
- ____STEP 9: ASSEMBLE FINAL POSTER
- ____STEP 10: SUBMIT POSTER TO THE JUDGE BY _____

SAMPLE BLOG/DIARY ENTRY

I have just been on an **Amazing Race around Frog Land** (aka the Western Hemisphere). I'm on my way home now because I think that I've collected enough clues on this race to win the **Grand Prize**. Everything in the nations that I visited was soooo green and beautiful. I have seen lots of frogs and toads but no princes. What I have seen is some awesome **FASHION** and collected tons of clues to share with the judge. First, I found that frogs in **Cuba** love to wear gold crowns on their heads 24/7. In addition, frogs in **Chile** have specially designed frog flip-flops that they wear to keep from burning their tiny feet on the scorching streets. Then, when I traveled to **Costa Rica** I learned that frogs there wear lots of green emerald jewelry like toe rings, nose rings, tongue rings. Finally, when I went to **Canada** I discovered that they love to wear polos with the Tommy Frogfigger logo on the pocket. Yes you know me well. I bought myself a souvenir of all of my clues in several different shades of green. I even had to purchase another suitcase to get home. See you soon. I highly recommend that you participate in an **Amazing Race** if you have the chance. I can't wait to go again!!!

BLOG/DIARY ENTRY HINTS:

- ❖ BEGIN WITH A STRONG, VIVID TOPIC SENTENCE THAT SETS THE SCENE
- ❖ USE TRANSITIONS (THAT WILL GET YOU A 4 ON THE FCAT!!!!!!!!!!)
- ❖ END WITH A STRONG, CATCHY CONCLUDING SENTENCE

M/J World Geography
AMAZING RACE: LATIN AMERICA
LATIN AMERICA PERFORMANCE ASSESSMENT

CLUE COLLECTION

STEP 1: PICK A THEME (CIRCLE/HIGHLIGHT ONE)

food	fashion	fun (recreation)	fiancées (weddings)
finances (money)	funerals	faux pas (bad manners)	

STEP 2: COLLECT CLUE #1 (FROM CENTRAL AMERICA)

COUNTRY	CLUE (VIVID DESCRIPTION)

STEP 3: COLLECT CLUE #2 (FROM WEST INDIES)

COUNTRY	CLUE (VIVID DESCRIPTION)

STEP 4: COLLECT CLUE #3 (FROM NORTHERN SA NATIONS)

COUNTRY	CLUE (VIVID DESCRIPTION)

STEP 5: COLLECT CLUE #4 (FROM SOUTHERN SA NATIONS)

COUNTRY	CLUE (VIVID DESCRIPTION)

Unit VII: Asia - Common Assignment 1: MADE IN AMERICA? EDITORIAL**CURRICULUM TOPICS:** ASIA

STANDARDS: SS.B.2.3.2, S.S.B.2.3.3, S.S.B.2.3.7, S.S.B.1.3.1, A1a, E1c, M1a, A2b, E2a, M1c, A3b, E2e, M1e, A4a, E4a, M6g, A4b, E4b, M6h, A4c, M7a, A5c, M8a

ASSESSMENT TASK: Students will respond individually in the form of an editorial that is supported by actual data to the following scenario:
Your school district is considering implementing a “Made in America” policy in which students would be limited to wearing clothing/accessories and using school supplies that are only made domestically. (NOTE TO TEACHER: The use of the rough draft and final draft templates is optional.)

TIME FRAME: 2-3 CLASS PERIODS

SITUATION: Your school district is considering implementing a “Made in America” policy in which students would be limited to wearing clothing/accessories and using school supplies that are only made domestically. You are the editor of your school’s newspaper. For next week’s edition, you must write an editorial (supported by actual data) that states your position in support or opposition to the board’s proposal.

DIRECTIONS***I. GATHERING THE DATA***

1. Survey 7th graders to gather data on the countries which produce the following 5 items:

- Pants
- Shirts
- Shoes
- Accessories (i.e. jewelry, watches, glasses, etc.)
- School Supplies

2. For each item, **determine the percentages that are domestic (made in the USA) and the percentage that is imported (made in a country other than the USA).**

3. Create a pie graph that represents **each individual item** in terms of percent that are domestic and percent that are imported.

4. For total number of items, **determine the percentages that are domestic (made in the USA) and the percentage that is imported (made in a country other than the USA).**

5. Create a pie graph that represents the **total percentage of items** that are domestic and **total percentage** that are imported.

6. Present your raw data and graphs to your teacher to verify that your calculations are correct.

II. WRITING THE EDITORIAL

1. Write an editorial (minimum of 100 words) in which you respond to the school board's proposal. Your response should satisfy the following criteria for writing an editorial:

- Begin with a focused introduction that states a definite position
- Include specific details/examples that support your position (i.e. data and knowledge gained from the survey)
- End with a strong summary or call to action
- Contains few errors in grammar and conventions

2. Have a friend or your teacher review the rough draft of your editorial to verify that it is a focused response that supports your position AND that it satisfies all criteria for writing an editorial.

III. PRESENTING YOUR POSITION

1. Create a display (no larger than 8 1/2 X 11) that contains the following 4 components:

- Headline
- Editorial
- Pie graph that represents the total percentage of items which are domestic and total percentage which are imported
- 5 pie graphs that represent each individual item in terms of percent which are domestic and percent that are imported

2. Display's construction must be of final draft quality

3. Editor's name should be on the back of the display

MADE IN AMERICA? EDITORIAL RUBRIC

Score of 6

- All 4 required components are present
- Headline is **attention-grabbing** and **supports** position
- Editorial is an **effectively focused** response that **fully satisfies** writing criteria
- All 6 graphs are **accurate and support** position
- Display's construction reflects a **publishable/final draft quality**

Score of 5

- All 4 required components are present
- Headline is **attention-grabbing** and **supports** position
- Editorial is a **focused** response that **fully satisfies** writing criteria
- All 6 graphs are **accurate and support** position
- Display's construction reflects a **publishable/final draft quality**

Score of 4

- All 4 required components are present
- Headline is **attention-grabbing** and **supports** position
- Editorial is a **focused** response that **satisfies** writing criteria
- Most graphs are **accurate and support** position
- Display's construction reflects a **final draft quality**

Score of 3

- All 4 required components are present
- Headline is **present** and **related** to position
- Editorial is a **generally focused** response that **satisfies** writing criteria
- Most graphs are **accurate and support** position
- Display's construction reflects a **final draft quality**

Score of 2

- Most required components are present
- Headline is **present** and **related** to topic
- Editorial is **related** to the topic **partially satisfies** writing criteria
- Some graphs are **present**
- Display's construction reflects a **rough draft quality**

Score of 1

- Few required components are present
- Headline is **present**
- Editorial is **unclear** and **inadequately satisfies** writing criteria
- Some graphs are **present**
- Display's construction reflects a **rough draft quality**

APPENDIX B: REQUIRED AREAS OF STUDY

NOTE: Below are listed the legislative mandates for Social Studies. Please remember to incorporate these required elements into your lesson plans.

STATUTORY AUTHORITY	TOPIC AND EXPLANATION OF REQUIRED INSTRUCTION
1003.42 (2)(a)	The content of the Declaration of Independence and how it forms the philosophical foundation of our government.
1003.42 (2)(b)	The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
1003.42 (2)(c)	The essentials of the United States Constitution and how it provides the structure of our government.
1003.42 (2)(d)	Flag education, including proper flag display and flag salute.
1003.42 (2)(e)	The elements of civil government shall include the primary functions of and the interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
1003.42 (2)(f)	The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
1003.42 (2)(g)	The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
1003.42 (2)(k)	The history of the state.
1003.42 (2)(o)	The history of Hispanic contributions to the United States.
1003.42 (2)(p)	The history of Women's contributions to the United States.
1003.42 (2)(r)	In order to encourage –patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
1003.421	Recitation of the Declaration of Independence (also known as Celebrate Freedom Week)—This shall be the last full week of September. It must include at least three hours of appropriate instruction in each social studies class, as determined by each school district, which shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. At the beginning of each school day or in homeroom of each day during this week, public school principals and teachers shall conduct an oral recitation by the students of specific words from the Declaration of Independence.

APPENDIX C: Additional Websites for General Geographic Information

www.geographynetwork.com/index.html

www.marcopolo-education.org

www.enchantedlearning.com/geography

www.bbc.co.uk/history

www.nationalgeographic.com/maps

www.brainygeography.com

www.educationindex.com/geography

www.lizardpoint.com/fun/geoquiz

www.geographic.org

www.kids.gov_geography.htm

www.census.gov/geo/www

www.geographyolympics.com/challenge.php

www.geography.learnontheinternet.co.uk

www.pigskingeography.com

www.geographic.org/geography/geography.html