

<b>DEPARTMENT: ELL</b>	<b>COURSE TITLE: ELL SOCIAL STUDIES 7</b>
<b>GRADE(S): 7</b>	<b>PRE-REQUISITES (IF ANY): LEVELS 1 &amp; 2</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Physical Geography, Review	3 days	<ul style="list-style-type: none"> <li>Overview of world geography</li> <li>World map</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Utilize/draw on previous knowledge.</li> <li>Reinforce awareness of geographic locations.</li> </ul>	<ul style="list-style-type: none"> <li>Map design, creativity</li> </ul>	State/National Standards: #3 People, Places, & Envir. #7 Production, consumption & distribution Geography standards #1, 2, 3, 4, & 5. ELPBO S.1-4. R.1, 2, 3, & 6. W. 2 &4.
Maps	15 days	<ul style="list-style-type: none"> <li>Introduction to world maps: physical/political</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Learn to copy/draw free-hand maps.</li> <li>Understand differences between physical and political maps.</li> <li>Define terms and symbols used on maps.</li> <li>Understand the importance of maps to study of culture. Understand relativity of students' physical location in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Content, creativity, and appearance of map drawing</li> <li>Class participation</li> <li>Quiz: (locating various countries, bodies of water, mountains, longitude, latitude, the equator, and prime meridian on prepared test)</li> </ul>	State/National Standards: #3 People, Places, & Envir. #7 Production, consumption & distribution Geography standards #1, 2, 3, 4, 5 . ELPBO S.1-4. R.1, 2, 3, & 6. W. 2 &4.
Latin America	36 days	<ul style="list-style-type: none"> <li>The folklore, culture, history, and geographic locations of the Maya, Inca, and Aztec peoples of Central and South America, including Mexico</li> <li>Various landforms</li> <li>Brazil and the Amazon Rain Forest</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Investigate and value ancient cultures.</li> <li>Display knowledge acquisition through writings, visuals, and crafts.</li> <li>Choose research topic (with partner) to include written descriptions, visuals, maps.</li> <li>Identify and differentiate landforms of countries and the Amazon River area.</li> <li>Consider the differences between the climate of South America and Amherst.</li> <li>Understand how climate affects types of crops, vegetation, culture, traditions, and family life.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes: (landforms, climate, geographic locations, maps, travel/transportation along the Amazon River basin)</li> <li>Worksheets for research project; Research Project (overall) Homework</li> </ul>	State/National Standards: #3 People, Places, & Envir. #7 Production, consumption & distribution Geography standards #1, 2, 3, 4, 5 . ELPBO S.1-4. R.1, 2, 3, & 6. W. 2 &4.
Rain forest/ Action Plan	15 days	<ul style="list-style-type: none"> <li>What can be done</li> <li>Amount of rain forest lost to cattle farming</li> <li>Effect of deforestation on indigenous populations/ animals/</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Acquire in-depth knowledge of rain forests</li> <li>Understand the connection between the academic and practical.</li> <li>Learn that classroom decisions/studies</li> </ul>	<ul style="list-style-type: none"> <li>Class/group discussions</li> <li>Teacher-prepared hand-out detailing action plan</li> <li>Written action plan (assessed for content, depth of information drawn from</li> </ul>	State/National Standards: #3 People, Places, & Envir. #7 Production, consumption & distribution Geography standards #1, 2, 3, 4, 5 . ELPBO S.1-4. R.1, 2, 3, & 6.

		<ul style="list-style-type: none"> <li>food/economy</li> <li>Rain forest loss and climate/oxygen.</li> </ul>	<ul style="list-style-type: none"> <li>can have outside impact.</li> <li>Choose focus for <i>actions plans</i> with group members and assign jobs for each team member.</li> <li>Research ways to educate the wider school/town population of destruction.</li> </ul>	sources, bibliography, and originality of action plan proposal)	W. 2 &4.
Introduction to World Culture	6 weeks	<ul style="list-style-type: none"> <li>What is culture</li> <li>Culture in society</li> <li>How language and culture are connected</li> <li>The impact of geography on culture, language, diversity, traditions and identity</li> <li>How individual's world view is shaped by his/her interactions with outside groups</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Reflect on surroundings and discuss the things we see and use each day.</li> <li>Make a chart/keep a log that lists conveniences, types of schools, stores, and recreation.</li> <li>Work with a partner to respond to questionnaire regarding familiarity with cultures other than their own.</li> <li>Share a favorite object, idea, symbol or story from their cultural group.</li> <li>Write an essay.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to incorporate materials into study</li> <li>Written log</li> <li>Worksheets/homework assignments</li> <li>Class participation/sharing</li> <li>Composition</li> </ul>	<p>State/National Standards: #3 People, Places, &amp; Envir. #7 Production, consumption &amp; distribution Geography standards #1, 2, 3, 4, 5 . ELPBO S.1-4. R.1, 2, 3, &amp; 6. W. 2 &amp;4.</p>
Global Connections	4 weeks	<ul style="list-style-type: none"> <li>Common global issues facing nations today.</li> <li>Compare/contrast examples of cooperation &amp; conflict in the world community.</li> <li>Investigate examples of economic, political, &amp; environmental/global interdependence.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Understand that culture &amp; experience influence people's perceptions of places and regions.</li> <li>Understand nature &amp; complexity of earth's cultural mosaics</li> <li>Understand patterns &amp; networks of economic interdependence on earth's surface.</li> <li>Understand forces of cooperation &amp; conflict that shape the division of earth's surface.</li> </ul>	<ul style="list-style-type: none"> <li>Class/group discussions</li> <li>Teacher-prepared hand-out detailing action plan</li> <li>Written action plan (assessed for content, depth of information drawn from sources, bibliography, and originality of action plan proposal)</li> </ul>	<p>State/National Standards: #3 People, Places, &amp; Envir. #7 Production, consumption &amp; distribution Geography standards #1, 2, 3, 4, 5 . ELPBO S.1-4. R.1, 2, 3, &amp; 6. W. 2 &amp;4.</p>
Religion	7 weeks	<ul style="list-style-type: none"> <li>Major world religions</li> <li>How culture and religion are connected</li> <li>How geography is tied to religion</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Work in pairs and individually on research project.</li> <li>Include historical background, beliefs, cultural reference, major holidays, and population.</li> <li>Create visuals and make presentation of research project.</li> </ul>	<ul style="list-style-type: none"> <li>Classwork/homework</li> <li>Timely submission of project parts</li> <li>Final paper and presentation</li> </ul>	<p>State/National Standards: #3 People, Places, &amp; Envir. #7 Production, consumption &amp; distribution Geography standards #1, 2, 3, 4, 5 . ELPBO S.1-4. R.1, 2, 3, &amp; 6. W. 2 &amp;4.</p>

<p>Create Your Own Country/Island</p>	<p>14 days</p>	<ul style="list-style-type: none"> <li>• Using correct geographical data to create “ideal” country or island</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Work in small groups to invent, design, and construct their own country.</li> <li>• Utilize/draw on each other’s imagination/previous knowledge of geography, culture and religion.</li> <li>• Delegate jobs within the group.</li> <li>• Present material to class.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of previously-learned material in geography (longitude/latitude/equator/prime meridian/climate)</li> <li>• Presentation to reflect year-long oral speaking experiences</li> </ul>	<p>State/National Standards: #3 People, Places, &amp; Envir. #7 Production, consumption &amp; distribution Geography standards #1, 2, 3, 4, 5 . ELPBO S.1-4. R.1, 2, 3, &amp; 6. W. 2 &amp;4.</p>
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