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|  |  2019-2020 7th Grade Global Studies Guide  |

<http://socialstudies.dmschools.org>

<http://grading.dmschools.org>

<http://dmschools.org>

7th Grade: Year at a Glance 2019-2020

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| SEMESTER 1 | **Unit 1: History of Colonization** | **Unit 2: People and Movement** | **Unit 3: Scarcity** |
| Topic Scales to be reported in IC | **Cultural Identity and Differences** | **Population Changes** | **Migration** | **Scarcity** |
| Reporting frequency of topic scores | **6 weeks** | **3 weeks** | **3 weeks** | **6 weeks** |
| *Approximate beginning and end dates for the topics* | 8/23 – 10/4 | 10/7 – 10/25 | 10/28 – 11/22 | 11/25 –1/15 |
| *Standards Addressed* | *13, 14, & 22* | *24 & 26* | *21* | *14, 17, 18, 23, & 26* |

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| SEMESTER 2 | **Unit 4: Standard of Living** | **Unit 5: Human Rights** | **Unit 6: Taking Care of Our World** |
| Topic Scales to be reported in IC | **Standard of Living** | **Rights** | **Trade** | **Habitat Preservation** |
| Reporting frequency of topic scores | **7 weeks** | **4 weeks** | **3 weeks** | **4 weeks** |
| *Approximate beginning and end dates for the topics* | 1/21 – 3/6 | 3/9 – 4/10 | 4/13 – 5/1 | 5/4 – 5/28 |
| *Standards Addressed* | *14, 15, 18, & 19* | *16 & 25* | *19, 20, & 26* |  |

**Standards-Referenced Grading Basics**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate foundational\* knowledge toward level 3 (could include Level 2 learning targets or success criteria) | 2.0 |
| Demonstrate some foundational\* knowledge of Level 2 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| “foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2” |

**Our purpose in collecting a body of evidence is to:**

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf)).

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Literacy Scales**

L.1

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| **Topic** | **2** | **3** | **4** |
| **Investigating** (Summary of a Source) | 2A: **Demonstrate**s the ability to use evidence to identify the main idea. 2B: **Identifies** author’s purpose or point of view, but with some misconceptions within the context/unit of study. | 3A: **Demonstrates** the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary.3B: **Demonstrates** the ability to accurately identify and explain an author’s purpose or point of view using textual and/or contextual evidence. | In addition to meeting the learning goal, the response demonstrates the ability to analyze the purpose or importance of the source as related to the concept(s). |
| **Thinking Critically** (Using Information from Sources)L.2 | **Create** a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.  | **Create** a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used. | In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product. |
| **Communication** (Writing Informative Text)L.3 | Writes informative text. .A level 2 writing sample fails to meet the learning goal in one or more areas: -Introduction -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the learning goal in two areas.\*A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.* | Write informative text. -Introduce a topic clearly (a sentence or a paragraph).-Organize information clearly (chronologically, thematically, etc.).-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.-Provide a concluding statement (a sentence or a paragraph).  | Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal. -Organizes information clearly (chronologically, thematically, etc.) with strong transitions. -Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary. -Provide analysis of evidence and support for topic. |

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| Unit 1: Impact of Colonization |
| **Essential Question: Why do some of our inequalities exist? 6 weeks** **Big Idea:** *In this unit, students will explore the lasting effects of colonization in regions around the world. This unit should include in introduction to geographic skills such as examining data through maps and statistics as well as a review of general geographic knowledge about the world. The goal is that students question the reasons inequalities exist in the world and determine some reasons the world currently interacts the way that it does.*   |
| Scales |
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| **Topic** | **4 (ET) –** **Exceeding Grade Level Learning** | **3 (AT) – Grade Level Learning** | **2 (PT) –** **Evidence of Progress Towards Grade Level Learning** |
| These are the grading categories in Infinite Campus. When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided. \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | *Level 2 knowledge should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:*** *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
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| **Cultural Identity and Differences** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A – Explain** costs and benefits of the diffusion of culture, ideas, and goods (SS.7.13). **3B – Explain** the economic motivations for colonization around the world (SS.7.22).**3C – Assess** the impact of colonization on indigenous cultures around the world (SS.7.14). | **Learning to be included when teaching target 3A:** * Types of diffusion (hierarchical, contagious, relocation, and stimulus).
* Describe the effects of the spread of democratic ideals.
* Describe the effects of an increase in global trade.

**Learning to be included when teaching target 3B:*** Explain the motives for colonization (guns, God, and glory)
* Connect the drive for resources found in other areas of the world to economic global power and control.
* Discuss the exploitation of resources in colonized countries.

**Learning to be included when teaching target 3C:** * Summarize the effect of colonization on native cultures around the world.
* Explain the relationship between acculturation, assimilation, and multiculturalism; and a person’s culture as it relates to colonization.
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| **Item Bank: Impact of Colonization** |
| **3A: Explain** costs and benefits of the diffusion of culture, ideas, and goods. **Student materials:** | **3B: Explain** the economic motivations for colonization around the world. **Student materials:** | **3C: Assess** the impact of colonization on indigenous cultures around the world |
| **Guiding Questions, Ideas, and/or Concepts** |
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| Unit 2: Population and Migration |
| **Essential Question: How does geography influence the way people live? 6 weeks**  |
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| **Population Changes** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** * Research the data for Iowa and, using evidence, determine if the demographic predictions will create positive or negative change.

\*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A – Evaluate** why some populations are increasing and some are decreasing.(SS.7.26)**3B – Compare and contrast** the effects of increasing and decreasing demographics on countries. (SS.7.24) | **Learning to be included when teaching target 3A:** * Describe the differences in the population make up of multiple countries (population pyramids).
* Explain if the population make up in a country will cause it to increase or decrease.
* Describe the effect these demographic changes have on a country’s economy.
* Identify factors that cause populations to increase or decrease.

**Learning to be included when teaching target 3B:** * Describe population density**.**
* Describe the short and long term economic effects of an increasing population.
* Describe the short and long term economic effects of a decreasing population.
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| **Migration** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A – Describe connections between** push and pull factors involved in migration.(SS.7.21)**3B – Differentiate** types of migration, applying contemporary patterns and examples.(SS.7.21) | **Learning to be included when teaching target 3A:** * Describe push factors
* Describe pull factors
* Compare how push and pull factors are related

**Learning to be included when teaching target 3B:** * Describe different types of migration including transnational, internal, and chain.
* Explain why some countries have net in migration and others have a net outmigration.
* Describe the effects of on the places receiving and sending migrants.
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| **Item Bank:** Population Changes | **Item Bank:** Migration |
| **3A: Evaluate** why some populations are growing and some are shrinking.**Student materials:**National Geographic: Global Issues – Population Growth | **3B: Compare and contrast** the effects of growing and shrinking demographics on countries. **Student materials:**National Geographic: Global Issues – Population Growth | **3A: Describe connections between** push and pull factors involved in migration**Student materials:**National Geographic: Global Issues - Migration | **3B: Differentiate** types of migration, applying contemporary patterns and examples.**Student materials:**National Geographic: Global Issues - Migration |
| **Guiding Questions, Ideas, and/or Concepts** |
| * Create/find and compare population pyramids for growing and shrinking countries or cities. Form conclusions about why they are different.
* Predict how population will change in the future based on current population trends.
* Overview website: [HERE](http://www.geography.learnontheinternet.co.uk/topics/popn1.html)
 | * Using the case studies in the reader, examine the effects of demographic changes for growing (India, Pakistan, and/or Bangladesh) and shrinking (China, Japan, Korea) countries.
* Could also examine the decline in European populations.
* Research population policies to grow or reduce size. Propose a policy to help a country manage the effects of changing demographics.
* Overview website: [HERE](http://www.geography.learnontheinternet.co.uk/topics/popn1.html)
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| Unit 3: Scarcity |
| **Essential Question: 6 weeks** **Big Idea:** *In this unit, students will explore the effect of scarce resources on quality of life and the government’s role in preventing a lack of access to nutritional food and safe water around the world.*   |
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| **Scarcity** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A – Describe** the challenges countries face to feed their growing populations (SS.7.18 & SS.7.23).**3B – Explain how** countries are responding to issues of food security (SS.7.14 & SS.7.17).**3C – Evaluate** the role of the government in protecting water sources (SS.7.17 & SS.7.26). | **Learning to be included when teaching target 3A:** * Describe the connection between population density and food scarcity.
* Explain how types of agriculture (subsistence vs. commercial) contribute to food security.
* Contrast the issues around food scarcity in developing and developed countries.

**Learning to be included when teaching target 3B:** * Identify solutions being used by countries around the world to solve their hunger issues in the present and future.
* Describe how the relationship between countries helps provide aid.
* Describe the role of NGOs in providing food relief.

**Learning to be included when teaching target 3C:** * Describe the reasons our fresh water supply is at risk.
* Explain how countries are working to protect water sources.
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| **Item Bank: Scarcity** |
| **3A:**  **Describe** the challenges countries face to feed their growing populations**Student materials:**National Geographic: Global Issues – Food Supply   | **3B: Explain how** countries are responding to issues of food security.**Student materials:**National Geographic: Global Issues – Food Supply   | **3C: Evaluate** the role of the government in protecting water sources.**Student materials:**National Geographic: Global Issues – Water Resources   |
| **Guiding Questions, Ideas, and/or Concepts** |
| * Developing: Famine, drought, unstable economy, undernourished
* Developed: food deserts, poverty
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| Unit 4: Standard of Living |
| **Essential Question: 7 weeks** **Big Idea:** *In this unit, students will explore which factors effect, and improve, the standard of living around the world. They will also explore global agreements (The Sustainable Development Goals) and their effect on how countries are responding and collaborating to respond to the needs of citizens.*   |
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|  | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A – Compare and contrast** the standard of living in different parts of the world (SS.7.14).**3B – Evaluate** factors that contribute to countries becomingmore developed (SS.7.18 & SS.7.19).**3C – Evaluate** the attainability of the Sustainable Development Goals (SS.7.15) | **Learning to be included when teaching target 3A:** * Describe how the standard of living is measured (income and access to education and healthcare).
* Explain how a higher or lower standard of living effects people’s lives.

**Learning to be included when teaching target 3B:** * Describe factors that increase the development of a country (education, health care, access to improved sanitation, gender equality).
* Explain how countries have changed their policies/laws to increase access to these factors.
* Describe the result of increasing access on a country’s economy.

**Learning to be included when teaching target 3C:** * Describe sustainable development
* Describe how the Sustainable Development Goals are different from the Millennium Development Goals.
* Explain how the SDGs will be implemented and monitored
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| **Trade** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A – Associate** the impact of trade policies and barriers on a country and its citizens (SS.7.20). **3B – Form conclusions** about the effect of globalization on prices and wages in different countries (SS.7.19 & SS.7.26).  | **Learning to be included when teaching target 3A:** * Identify different transnational trade agreements.
* Explain the cost and benefits of international trade agreements to a country and its citizens.
* Describe the effects of trade barriers on a country and its citizens.

**Learning to be included when teaching target 3B:** * Describe the effect of globalization on prices.
* Describe the effect of globalization on wages.
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| **Item Bank: Standard of Living** |
| **3A: Compare and contrast** the standard of living in different parts of the world**Student materials:**National Geographic: Global Issues - Standard of Living and Health | **3B: Evaluate** factors that contribute to countries becomingmore developed**Student materials:**National Geographic: Global Issues – Standard of Living and Health   | **3C: Evaluate** the attainability of the Sustainable Development Goals **Student materials:**National Geographic: Global Issues - [**UN Sustainable Development Goals**](https://www.un.org/sustainabledevelopment/development-agenda/) |
| **Guiding Questions, Ideas, and/or Concepts** |
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| **Item Bank: Trade** |
| **3A: Associate** the impact of trade policies and barriers on a country and its citizens**Student materials:**National Geographic: Global Issues - Globalization  | **3B*:* Form conclusions** about the effect of globalization on prices and wages different countries**Student materials:**National Geographic: Global Issues - Globalization  |
| **Guiding Questions, Ideas, and/or Concepts** |
| * Trade agreements: EU, NAFTA (or whatever it becomes), APEC, free trade between countries
* Trade barriers: Sanctions, tariffs, quotas, embargoes
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| Unit 5: Human Rights |
| **Essential Question: 7 weeks** **Big Idea:** *In this unit, students will….*  |
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| **Rights** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A – Form conclusions** about what causes countries to perceive human rights differently (SS.7.25). **3B – Evaluate** the role of individuals, governments, and media in protecting human rights (SS.7.16).  | **Learning to be included when teaching target 3A:** * Rank human rights by order of importance from personal point of view.
* Explain why communities in other countries would have a differing point of view.
* Describe connections between the values of a group of people and their views on human rights.

**Learning to be included when teaching target 3B:**  |

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| **Item Bank: Rights** |
| **3A: Form conclusions** about what causes countries to perceive human rights differently. **Student materials:**National Geographic: Global Issues – Human Rights  | **3B: Evaluate** the role of individuals, governments, and media in protecting human rights.**Student materials:**National Geographic: Global Issues – Human Rights  |
| **Guiding Questions, Ideas, and/or Concepts** |
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| Unit 6: Taking Care of Our World |
| **Essential Question: 4 weeks** **Big Idea:** *In this unit, students will explore their role as stewards of the world. This unit has a STRONG connection to the final science unit in 7th grade which has students learning about the diverse ecosystem and how to care for it.*   |
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| **Habitat Preservation** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A – Describe how** globalization impacts the environment (SS.7.22). **3B – Critique** initiatives to restore or protect habitats (SS.7.15 & SS.7.16). **3C – Form conclusions** about your role as a global citizen in the responsible interaction with the environment.  | **Learning to be included when teaching target 3A:** * Identify reasons for habitat destruction.
* Explain the connection between population growth and habitat destruction.
* Explain the connection between production and habitat destruction.

**Learning to be included when teaching target 3B:** * Identify initiatives to protect the environment.
* Describe the success of the initiatives.
* Evaluate if the initiatives are enough.

**Learning to be included when teaching target 3B:** |

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| **Item Bank:** Habitat Preservation |
| **3A: Describe how** globalization impacts the environment**Student materials:**National Geographic: Global Issues – Habitat Preservation | **3B: Critique** initiatives to restore or protect habitats.**Student materials:**National Geographic: Global Issues – Habitat Preservation | **3C: Form conclusions** about your role as a global citizen in the responsible interaction with the environment. **Student materials:**National Geographic: Global Issues - Pollution |
| **Guiding Questions, Ideas, and/or Concepts** |
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