

Grade 6 Social Studies August 18, 2020

Mission Statement

integrity, strong family, and community partnerships. We promote a supportive learning environment where every responsible and productive citizens of our global community. intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence,

Philosophy Statement

in general, providing therein for individual differences. The school operates as a partner with the home and community. Township of Union Public School System is to formulate a learning climate conducive to the needs of all students through its educational practices. It is the belief of the Board of Education that a primary function of the The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts

Course Description

The grade six social studies curriculum introduces students to the regions of the world. The

geography, focusing on the customs, government, economy, and arts of each region. interconnectedness among its peoples. The content is organized according to physical and cultural purpose of this geographic approach is to increase the students' awareness of the world and the

analyzed. physical features-landforms, vegetation, natural resources, and climate and the way in which groups of people earn their living and organize their societies into rural and urban settings. In addition, regions-are applied to the countries studied. The course emphasizes the relationship between The five themes of geography-location, place, human-environment interaction, movement, and the effects that historical developments have had on current political and economic systems are

identify, read, and interpret maps, graphs, charts, and diagrams. Presentation of the cultural as analyzing situations, drawing conclusions and predicting outcomes. Students will also learn to interconnectivity that exists among humans. variations of the world's regions provides students the opportunity to appreciate the diversity and A variety of skills are integrated into the curriculum, including higher level thinking processes, such

Curriculum Units/Pacing Guide

| Unit Title | Number of Days |
|--------------------------------------|----------------|
| Unit 1: Introduction to Geography | 20 |
| Unit 2: The United States and Canada | 20-25 |
| Unit 3: Middle America | 20-25 |
| Unit 4: Europe | 25 |
| Unit 5: Africa | 20-25 |
| Unit 6: Southwest Asia | 20 |
| Unit 7: South Asia | 20 |
| Unit 8: East Asia | 20 |
| Unit 9: Australia and the Pacific | 15 |

Unit Standards Overview

| | | • | | | resources activities | Provide links to specific | Suggested • | | | C.18A:35-4.35 | Geography 6.2.8.B.3.a | Unit 1: 6.2.8.D.1.b | | 6.2.8.B.3.a | | | Overview St |
|-------------------------|------------------------------|---|---------------------------------|--|--|-------------------------------------|--|---|--|---------------|--|---|---------------------------------|--|-------------------------------|-------------------|----------------------------|
| | <u>lîf</u> | https://assets2.h | Continents and | World Geograp | People and Cult | Amistad Comm | School Database | | | 5-4.35 | sia . | 1.5 | | à | | | Standards |
| | | https://assets2.hrc.org/welcoming-schools/documents/WS Lesson How Are Assumptions About Families Reinforced.p | Continents and Geography Skills | World Geographic and 21st Century Applications | People and Culture National Geographic | Amistad Commission Geography Skills | School Database and 21st Century Archive for Geography | 8. Understand how stereotypes about families are reinforced | and regions? Likewise, how do places and regions create and influence ideas about culture? | | 5. What factors bring about changes in culture? 6. How do south's physical features affect where people live? | What kinds of geographic characteristics define the region where people live? | | 2. How is physical and political geography used to interpret the past, understand the present and plan for the future? | | | Unit Skills Focus |
| • | • | • | • I | O | • | ь с | • | • I d | • A | | • • | S | 0 | 2 | • A | | _ |
| Summary and Analysis of | Written responses to queries | Document Based Question analysis and essays | Individual/Group Presentations | concepts | Definitions of key terms and | historical sites/monuments | lace Trine to applicable | Teacher and student led PowerPoint Presentations | Annotated Timelines | | Analysis of graphic organizers | seminars, and Debates | Classroom Discussions, Socratic | activities | Annotations and close reading | (when applicable) | Content-Specific Fractices |

| | Unit 3: The European Continent | | | o de la constante de la consta | Provide links to specific resources (activities | Suggested | | | | | | | Unit 2: The United States and Canada | | | |
|---|--|---------------------|-----------------------------|--|---|---|---------------|--------------------|------------------------------------|---|--|---|---|--|--|---------------------------------|
| 1. How do landforms and climate help or hinder transportation in the United States and Canada? 2. How is the physical geography of the US and Canada similar and different? How do these differences affect historical outcomes? 3. How might climate affect and determine where people live and behave? 4. How does geography impact the migration and emigration of people to the United States and Canada? 5. To what extent are the economies of the United States and Mexico interconnected and dependent on each other? 6. What are the advantages and disadvantages of globalization? 1. How do landforms and climate help or hinder transportation in the United States and Canada? 1. How do landforms and climate help or hinder transportation in the United States and Canada? 2. How is the physical geography of the US and Canada similar and canada? | 6.2.8.A.1.a 6.2.8.B.1.b | | World Geogram | People and C | | Do we have: | Languages of | <u>Amistad Con</u> | | 6.2.8.D.4.a | 6.2.8.B.1.b | 6.2.8.B.3.a | 6.2.8.D.1.b | 6.2.8.B.3.a | 6.2.8.B.3.a | 6.2.8.C.4.a |
| How do landforms and climate help or hinder transportation in the United States and Canada? How is the physical geography of the US and Canada similar and different? How do these differences affect historical outcomes? How might climate affect and determine where people live and behave? How does geography impact the migration and emigration of people to the United States and Canada? To what extent are the economies of the United States and Mexico interconnected and dependent on each other? What are the advantages and disadvantages of globalization? 21st Century Archive for Geography Geography Skills tous Americans O Clean Water Human-Environment Interaction Close Reading lesiton Essay. Globalization at the Border: Has NAFTA Kept Its Workers? Validational Geographic lational Geographic lational Geographic lational Geographic and Canada? How do landforms and climate help or hinder transportation in the United States and Canada? How is the physical geography of the US and Canada similar and How is the physical geography of the US and Canada similar and | 2 1 | nd Geog | aphic ar | Julture 1 | ased Qu Mexican | a Right t | Indiger | amissior | pase and | 6. | | Ćτ | 4. | ω | 12 | |
| | How do landforms and climate help or hinder transportation in the United States and Canada? How is the physical geography of the US and Canada similar and | <u>raphy Skills</u> | d 21st Century Applications | ational Geographic | | o Clean Water Human-Environment Interaction Close Reading | ous Americans | Geography Skills | 21st Century Archive for Geography | What are the advantages and disadvantages of globalization? | Mexico interconnected and dependent on each other? | To what extent are the economies of the United States and | How does geography impact the migration and emigration of people to the United States and Canada? | How might climate affect and determine where people live and behave? | How is the physical geography of the US and Canada similar and different? How do these differences affect historical outcomes? | e help or hinder transportation |
| | | | | | | | | | | e | | | | | *************************************** | Summary and analysis of guest |

| | | | Unit 4: Europe | | | | Provide unks to specific resources/activities | Resources | Suggested | | | | | | | | |
|--|--|--|---|---------------------------------|--|--|--|---|-----------------------------------|-------------------------|-------------------------------------|--|--|---|---|--|---|
| 6.2.8.B.1.b | 6.2.8.C.4.a | 6.2.8.B.1.b | 6.2.8.A.1.a | Continents ar | World Geogr | People and C | Document-Ba | Do we have a | Languages of | Aztec people Map Skills | Amistad Com | School Datab | | | 6.2.8.B.1.b 6.2.8.D.4.a | 6.2.8.C.4.a | 6.2.8.B.1.b |
| 4. How does geography impact the migration and emigration of | How might climate affect and determine where people live and behave in Europe, especially eastern and southern Europe? | 2. How is the physical geography of European nations similar and different? How do these differences affect historical outcomes? | How do landforms and climate help or hinder transportation in European nations? | Continents and Geography Skills | World Geographic and 21st Century Applications | People and Culture National Geographic | Document-Based Question Essay: A Question of Scale: How Wealthy Is Brazil? | Do we have a Right to Clean Water Human-Environment Interaction Close Reading | Languages of Indigenous Americans | Map Skills | Amistad Commission Geography Skills | School Database and 21st Century Archive for Geography | 6. What are the advantages and disadvantages of globalization? | 5. To what extent are the economies of the United States and Mexico interconnected and dependent on each other? | 4. How does geography impact the migration and emigration of people to the United States and Canada? | How might climate affect and determine where people live and behave? | different? How do these differences affect historical outcomes? |

| 5. To what extent are the economies and government systems of the United States and European Union interconnected and dependent on each other? 6. What are the advantages and disadvantages of globalization? How do these forces affect large nations such as the United Kingdom, France, and Spain? How do these forces affect the style of governments in the region (market, mixed, communist, etc.). School Database and 21st Century Archive for Geography Amistrad Commission Geography Skills Roman Empire Short Read and Analysis Ancient Athens and early Democracy Document Analysis Group Activity Document Placed Question Essay: The European Union: Do the Benefits of Membership Outweigh the Costs? People and Culture National Geographic World Geographic and 21st Century Applications Continents and Geography Skills Continents and Geography Skills Anow does religion affect the lives of people today? How have Christianity and Islam shaped and developed north Africa over time? 3. How does religion affect the lives of people today? How have Christianity and Islam shaped and developed north Africa over time? 5. How might a change in governments affect a country's 5. How might a change in governments affect a country's | | | | | Unit 5: Africa | | | | Provide links to specific resources / activities | Suggested | | | | | |
|--|---|-------------|----------------------------|-------------|----------------|--------------------|------------------------------------|----------------------------------|---|--|----------------------------|--------------------------|---|--|--|
| people to and from European nation-states? 5. To what extent are the economies and government systems of the United States and European Union interconnected and dependent on each other? 6. What are the advantages and disadvantages of globalization? How do these forces affect large nations such as the United Kingdom, France, and Spain? How do these affect the style of governments in the region (market, mixed, communist, etc.). 8se and 21st Century Archive for Geography mission Geography Skills 1 re Short Read and Analysis 1 sand early Democracy Document Analysis Group Activity 1 seed Ouestion Essay. The European Union: Do the Benefits of Membership Costs? 1 How have natural resources made African nations key players in world affairs? 2 What challenges might an arid climate with little water pose to people in Africa? 3 How does religion affect the lives of people roday? How have Christianity and Islam shaped and developed north Africa over time? 4 How can conflict in one region of Africa affect other regions within Africa? 5 How might a change in governments affect a country's | | 6.2.8.D.4.a | 6.2.8.C.4.a 6.2.8.B.1.b | 6.2.8.B.1.b | 6.2.8.A.1.a | • Continents an | World Geogra | | Document-Ba Outweigh the | Ancient Ather | Roman Empi | <u>Amistad Com</u> | | | 6.2.8.D.4.a |
| | 5. How might a change in governments affect a country's | | | | | 1 Geography Skills | phic and 21st Century Applications | <u>lture</u> National Geographic | sed Question Essay: The European Union: Do the Benefits of Membership Costs? | s and early Democracy Document Analysis Group Activity | re Short Read and Analysis | nission Geography Skills | se and 21st Century Archive for Geography | To what extent are the economies and government systems the United States and European Union interconnected and dependent on each other? | people to and from European nation-states? |

| | 5. How can conflict in one region of Southwest Asia affect other regions within the region?6. How have migration patterns in Southwest Asia affected the |
|--|--|
| Asia & The Fertile Crescent 6.2.8.D.4.a | 4. How does religion affect the lives of people today? From have polythetistic religions and Judaism, Christianity and Islam shaped and developed in the Fertile Crescent over time? |
| Unit 6: Southwest 6.2.8.C.4.a | |
| 6.2.8.B.1.b | 3. What challenges might mountainous and arid regions of |
| 6.2.8.B.1.b | 2. How does oil continue to impact our lives today? |
| 6.2.8.A.1.a | How have natural resources made Southwestern nations key players in world affairs? |
| Continents a | Continents and Geography Skills |
| World Geog | World Geographic and 21st Century Applications |
| • People and (| People and Culture National Geographic |
| Provide unks to specific • DBQ Docur resources/ activities | DBQ Document Analysis: Famine in Ethiopia: How Did the Government Make It W |
| • | Document-Based Question Essay: Is Chocolate Good for Cote d'Ivoire? |
| • | Amistad Commission:The Arab Conquest of North Africa/Islamic Scientific Revolution |
| Amistad Cor | Amistad Commission Reading Activity: The Ancient Nubians |
| <u>Amistad Cor</u> | Amistad Commission Geography Skills |
| School Data | School Database and 21st Century Archive for Geography |
| | 6. How have migration patterns in Africa affected the people who live there? |
| | economy |

| resources/activities | Addition Booding Use the Hale | |
|----------------------|-------------------------------|---|
| | Actively Learn | Actively Learn Reading: How the Hebrews Interacted with the Land of Milk and Honey |
| | Amistad Comp | Amistad Commission:The Arab Conquest of North Africa/Islamic Scientific Revolution |
| | Document-Bas | Document-Based Question Essay: The Syrian Civil War: What Is Fueling the Violence? |
| | People and Cul | People and Culture National Geographic |
| | World Geograp | World Geographic and 21st Century Applications |
| | Continents and | Continents and Geography Skills |
| 1 100 | | |
| | 6.2.8.A.1.a | 1. How do Hinduism, Buddhism, and various polytheistic religions affect South Asian nations and its impact on the world? |
| | 6.2.8.B.1.b | 2. How have natural resources made Southwestern nations key |
| | 6.2.8.B.1.b | |
| : 1 3 | 6.2.8.C.4.a | 3. What challenges might mountainous and arid regions of Southwest Asia cause for people in the region? |
| Onit /: South Asia | 6.2.8.B.1.b | How do the weather patterns in South Asia affect the region's physical geography? |
| | 6.2.8.D.4.a | 5. How can conflict in one region of Southwest Asia affect other regions within the region? |
| | | 6. How have migration patterns in Southwest Asia affected the people who live there? |
| Suggested | School Databas | School Database and 21st Century Archive for Geography |
| Resources | Amistad Comm | Amistad Commission Geography Skills |
| resources/activities | Short-Story An | Short-Story Analysis: The Jungle Book and British imperialism in India |
| | • Document-Bas | Document-Based Question Essay: What Is the Most Important Consequence of Climate Change? |

| World Geographic and 21st Century Applications Continents and Geography Skills Continents and Geography Skills 6.2.8.A.1.a 1. How do Hinduism, Buddhism, and various affect East Asia civilizations and nations? 6.2.8.B.1.b 2. How have natural resources made East Asia 6.2.8.B.1.b 3. What challenges might mountainous and at Asia cause for people in the region, especially in China 6.2.8.B.1.b 4. How do the weather patterns in East Asia 2 physical geography? 6.2.8.D.4.a 5. How did rapid population growth lead to 8 divided China in the 21st century? 6. How have migration patterns in East Asia 2 who live there? School Database and 21st Century Archive for Geography Amistad Commission Geography Skills Actively Learn: Chinese Exclusion Act and American Immigration Document-Based Question Essay: China's One-Child Policy: Was The Birth and Spread of Buddhism Short Reading and Analysis (Comtinents and Geography Skills Continents and Geography Skills | | | | | | resources/activities | Provide links to specific | Suggested | | Koreas | Unit 8: East Asia & | | | | | | |
|--|--------------|------------------------------|----------------------|---|--|--|---------------------------|------------------------------------|---|--------|---|---|--|--------------|-----------------------------|--------------------|---|
| ational Geographic d 21st Century Applications How do Hinduism, Buddhism, and affect East Asian civilizations and naffect East Asian civilizations might mountainous Asia cause for people in the region, How do the weather patterns in East physical geography? How did rapid population growth le divided China in the 21st century? How have migration patterns in East who live there? 21st Century Archive for Geography Geography Skills ese Exclusion Act and American Immicestion Essay: China's One-Child Policestion Essay: China's One-Child Policestional Geographic of Buddhism Short Reading and Analalational Geographic ad 21st Century Applications | | | People and Culture N | The Birth and Spread | Document-Based Qu | Actively Learn: Chin | Amistad Commission | | 6 | | | | | | | | The Birth and Spread |
| various polytheistic religions attons? ast Asian nations key China and Japan? and arid regions of East especially Korea? t Asia affect the region's t Asia affected the people tt Asia affected the people y: Was It a Good Idea? y:is (Continue from last Unit) | raphy Skills | nd 21st Century Applications | Vational Geographic | The Birth and Spread of Buddhism Short Reading and Analysis (Continue from last Unit) | Document-Based Question Essay: China's One-Child Policy: Was It a Good Idea? | ese Exclusion Act and American Immigration | 1 Geography Skills | 21st Century Archive for Geography | | | What challenges might mountainous and arid regions of East Asia cause for people in the region, especially Korea? | How have natural resources made East Asian nations key players in world affairs, especially in China and Japan? | How do Hinduism, Buddhism, and various polytheistic religions affect East Asian civilizations and nations? | raphy Skills | d 21st Century Applications | ational Geographic | The Birth and Spread of Buddnism Short Reading and Analysis |

| Unit 8: Australia | 6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.C.4.a 6.2.8.B.1.b | How have natural resources made Australia a key player in world affairs? What challenges might mountainous and arid regions of Oceania cause for people in the region, especially Australia? How do the weather patterns in the pacific affect the region's physical generathy? |
|----------------------|---|---|
| and the Pacific | 6.2.8.D.4.a C.18A:35-4.35 | 4. How did rapid population growth lead to societal issues that divided Australia in the 21st century? 5. How have migration patterns in East Asia affected the people who live there? 6. What were some of the contributions of disabled and LGBTO |
| Suggested | School Date | School Database and 21st Century Archive for Geography |
| Resources | Amistad Co | Amistad Commission Geography Skills |
| resources activities | Changing W | Changing Weather Patterns in the Pacific Short Reading and Analysis |
| | Document- | Document-Based Question Essay: Oceania and Australia Cultutes |
| | People and | People and Culture National Geographic |
| | World Geographic | World Geographic and 21st Century Applications |
| 4 | Continents | Continents and Geography Skills |
| | https://ww students/ar | https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures |
| | https://www.history.com/news/pink-triangle-nazi-concentration-camps | |

Curricular Units

| Compare and contrast the rates of scarcity | | | Where were major Asian, African, and | provided motivation for expansion and | provided m |
|--|---|-----|---|---|--|
| and nonrenewable resources around the world | Summary and Analysis of Videos/Documentaries/Films | • | What are the differences between renewable and non-renewable resources? | political, economic, and cultural systems of each of the classical civilizations and | political, eco |
| Debate and comprehend the lasting effects and quantity of natural resources | Individual/Group Presentations | • | | | availability of |
| resources | Annotated Timelines | • | What common natural resources affect | Determine how geography and the | Determine l |
| Observe global videos of populations around the world utilizing natural | Annotations and close reading | • | How are populations dispersed throughout the world? | • | 6.2.8.B.3.a |
| Debate and close-read secondary sources pertaining to the development of time zones in the United States and abroad. | | | | | |
| Practice with Google Earth and GPS systems to pinpoint map locations | Map Skills and Analysis | • | What historical industrial forces led to the development of time zones? | • | |
| Utilize math skills to determine latitude and longitude of specific areas | Summary and Analysis of Videos/Documentaries/Films | • | How can determining latitude and longitude make navigating maps easier? | and globes to measure distances and to determine time zones and locations using latitude and longitude. | and globes to measure determine time zones latitude and longitude. |
| Observe world maps and utilize spatial analysis skills to locate specific areas and regions | Annotated Timelines Individual/Group Presentations | • • | How do internet tools make navigating maps easier? | Explain how and when it is important to use digital geographic tools, political maps, | Explain how use digital ge |
| Family stereotypes activity | Annotations and close reading | • | How do cartographers create maps? | • | 6.1.4.B.3 |
| (The Student will be able to:) | | | ("Unpacked" Standards) | Contein Standards | |
| Standard Mastery Examples | Content-Specific Practices | | Critical Knowledge & Skills | | |

| | Map Skills and Analysis | | |
|---|--|---|---|
| defines these boundaries | Summary and Analysis of Videos/Documentaries/Films | | development of culture, and social structure. |
| which languages transcend borders and national boundaries and how geography | Individual/Group Presentations | How did language determine where and how people lived in the world? | written and unwritten languages impacted human understanding, |
| Debate and comprehend the extent to | Annotated Timelines | civilizations? | Describe how the development of both |
| Compare and contrast the development of languages around the world. | Annotations and close reading | How did people use geography to develop written and non-verbal languages in their | 6.2.8.D.1.b |
| environmental issues | | | |
| Outline the extent to which fossil fuels contribute to global warming and other | | space to develop their societies? | |
| 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | | How did major civilizations utilize geographic | |
| world | | | |
| and abundance of resources around the | Map Skills and Analysis | European civilizations located in the world? | conquest. |

| · · · · · · · · · · · · · · · · · · · | |
|--|---|
| ts) assignments/etc. When possible, provide links to specific samples/documents/assignments/etc. | When possible, provide links to specific samples/ documents/ assignments/etc. |
| Summative Assessment | Formative Assessment |
| Summat | Formative Assessment |

| Unit | Unit 1 Suggested Modifications/Accommodations/Extension Activities | Activities |
|---|---|---|
| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
| When possible, provide links to specific samples/ documents/ assignments/ etc. | When possible, provide links to specific samples/documents/ assignments/etc. | When possible, provide links to specific samples / documents/ assignments/etc. |
| a. Read written instructions/Google translate | a. Students may be provided with note organizers / | a. Use of Higher Level Questioning Techniques |
| b. Students may be provided with note | study guides to reinforce key topics. | b. Extension/Challenge Questions |

| Refer to the NI Student Learning Standards | | WELCT IN THE ZIM CANTUL PARK WHILDIAMS |
|---|--|---|
| assignments/etc. | | |
| When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ | | When possible, provide links to specific samples/ documents/ assignments/ etc. |
| Interdisciplinary Connections | | 21st Century Skills |
| | ect and analyze | 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. |
| CRP11. Use technology to enhance productivity. | • | public databases to find information to solve a real world problem |
| 7 | | 8.1.8.E.1 Effectively use a variety of search tools and filters in professional |
| CRP8. Utilize critical thinking to make sense of problems and persevere in solving | | 8.1.8.D.4 Assess the credibility and accuracy of digital content |
| CRP7. Employ valid and reliable research strategies. | CRP7. Employ valid a | summary of the results |
| nvironmental, social and economic impacts of decisions. | d present a CRP5. Consider the environmental, | 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a |
| CRP4. Communicate clearly and effectively and with reason. | | geography resources to analyze usage and application of natural resources, population growth, etc. |
| CRP2. Apply appropriate academic and technical skills. | | 8.1.P.C.1 Collaborate with peers by utilizing Google Earth and other |
| CRP1. Act as a responsible and contributing citizen and employee. | | 8.1.2.A.6 Identify the structure and components of a database |
| Refer to the NI Career Readiness Practices | | Refer to the NJ Technology Standards |
| When possible, provide links to specific samples (documents) assignments/etc. | | When possible, provide links to specific samples/ documents/ assignments/ etc. |
| Carcer Readiness Practices | | NJSLS - Technology |
| | Unit 1 Connections | |
| | | |
| | CATTER THE CHAPTER WAS A SHOWN | e. Establish a non-verbal cue to redirect student when not on task. |
| 4 | There are diffied assessments when necessary | 2 |
| it and | Preferred seating to be determined by student and | c. Model and provide examples c. P |
| c. Provide Assessments at a Higher Level of Thinking | Extended time on assessments when needed. | organizers/study guides to reinforce key topics. b. E. |
| | | |

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Reading

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

RI.8.4. Determine the meaning of words and phrases as they are used in a text.

RI.8.8. Delineate and evaluate the argument and specific claims in a text

RI.8.9. Analyze and reflect on two or more texts that provide information.

Writing

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Mathematics

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

| | | Critical Knowledge & Skills | | Content-Specific Practices | | Standard Mastery Examples |
|--|---|---|---|--------------------------------|---|---|
| Content Standards | | ("Unpacked" Standards) | | | | (The Student will be able to:) |
| 6.2.8.C.4.a | • | How does geography impact the | • | Annotations and close reading | • | Evaluate primary and secondary sources regarding NAFTA, free trade, |
| 1 | | migration and emigration of diverse groups of people to the United States | • | Annotated Timelines | | and the pros and cons of globalization |
| Explain how and why the interrelationships among improved | | and Canada? | • | Individual/Group Presentations | | and its effects on Mexico, Canada, and the United States |
| agricultural production, population | 0 | To what extent are the economies of the | • | Summary and Analysis of | • | Analyze maps and participate in small- |
| growth, urbanization, and commercialization led to the rise of | | United States and Mexico interconnected and dependent on each other? | • | Videos/Documentaries/Films | | group discussions regarding the effects of physical landforms in the |
| powerru states and kingdoms (i.e., | | | • | Map Skills and Analysis | | United States on the lives of |
| LOHOPS, ANDES, ANHEADERS). | • | What are the advantages and disadvantages of globalization? | | | | indigenous people and Americans. |
| 6.2.8.B.1.a | | How do landforms and climate help | • | Annotations and close reading | • | Review and evaluate climate charts and maps to determine effects on the |
| | | or hinder transportation in the United States and Canada? | • | Annotated Timelines | | migration of people in North America |
| of hunters/gatherers that moved from | • | How might climate affect and | • | Individual/Group Presentations | • | Debate in small-groups the causes of global warming and the effects on |
| Americas, and describe the impact of | | determine where people live and | • | Summary and Analysis of | | people living in North America |
| migration on their lives and on the | | behave? | | Videos/Documentaries/Films | • | Review the strategies people can |
| shaping of societies. | • | How does geography impact the | • | Map Skills and Analysis | | develop to combat climate change and the harmful effects on people living in |
| | | migration and emigration of people to the United States and Canada? | | | | North America |
| 6.1.4.B.3 | • | How have cartographers produced maps | • | Annotations and close reading | | Differentiate between the different types of maps cartographers created |
| | | over time? | 0 | Annotated Timelines | | over time and how these maps led to |
| Explain how and when it is important | • | How did the development of maps affect | | | | indigenous people, European, and |

| maps, and globes to measure distances | historical choices? | Individual/Group Presentations | African peoples |
|--|--|--|---|
| and to determine time zones and longitude. | How did maps change over time to lead to the discovery of land in North America? | Summary and Analysis of Videos/Documentaries/Films | How did maps play a role in the Portuguse and Spanish colonization of the Americas? |
| | How do landforms and climate help or | Map Skills and Analysis | |
| | hinder transportation in U.S. and Canada? | | |
| 6.2.8.B.3.a | How do landforms and climate help or | Annotations and close reading | Evaluate in small group discussions the |
| | | | extent by which coal and other fossil |
| Determine how geography and the | and Canada? | Annotated Timelines | fuels played a role in the development of early American industry |
| availability of natural resources influenced the development of the | How is the physical geography of the US | Individual/Group Presentations | Determine the influence of indigenous |
| political, economic, and cultural systems of each of the classical civilizations and provided motivation | and Canada similar and different? How do these differences affect historical outcomes? | Summary and Analysis of Videos/Documentaries/Films | Americans' application of natural resources and crops, including tobacco, sugar, rice, and indigo. |
| for expansion and conquest. | How might climate affect and determine | Map Skills and Analysis | Debate in small groups the extent of |
| | where people live and behave? | | climate change on the production and consumption of natural resources. |
| 6.2.8.D.1.b | How did indigenous Americans and colonizers of North America utilize a diverse | Annotations and close reading | Analyze maps and charts to determine the role of physical geography in |
| Describe how the development of | set of languages in their regions? | Annotated Timelines | creating confined spaces that developed |
| both written and unwritten languages impacted human understanding | How did language development lead to cooperation and conflict between trading | Individual/Group Presentations | societies |
| development of culture, and social structure. | partners in North America? | Summary and Analysis of Videos/Documentaries/Films | |
| | 2 | Map Skills and Analysis | |
| 6.1.4.B.5 | How did people in indigenous and colonial | Annotations and close reading | Analyze how rivers and mountain |
| Describe how human interaction | New Jersey utilize geography in North America to develop their civilization | Annotated Timelines | ranges in New Jersey arrected now indigenous groups like the Lenape lived |
| impacts the environment in New | How might climate affect and determine | Individual/Group Presentations | European conquest. |

| and emigration of people to the United States | How does geography impact the migration | region? | cooperate over land and resources in the | interact with each other and conflict and | How did people in what became New Jersey | | Jersey and the United States. where people live and behave? |
|---|---|-------------------------------------|--|---|--|--|---|
| : United States | e migration | | ces in the | nflict and | e New Jersey | | |
| | | | ŝ | • | | | 0 |
| | | | | Man Skills and Analysis | | Videos/Documentaries/Films | Summary and Analysis of |
| | н | œ | <i>b</i>) | 0 | - | 0 | • |
| | nationality, etc. | groups of people by religion, race, | and communities and the segregation of | development of cities, towns, suburbs, | the availability of resources, in the | of physical and political geography, and | Evaluate sources to determine the role |

| The state of the s | Small-group Activities Socratic seminars |
|--|---|
| When possible, provide links to specific samples [documents [assignments] etc. | When possible, provide links to specific samples/ documents/ assignments/etc. |
| Summative Assessment | Formative Assessment |

| When possible, provide links to specific samples/documents/assignments/etc. | | When possible, provide links to specific samples [documents [assignments] etc. |
|---|---|--|
| Small-group Activities, Socratic seminars | | DBQ Essay 5 Paragraph, Quizzes, Tests and mini-project |
| | | |
| zinU | Unit 2 Suggested Modifications/Accommodations/Extension Activities | Activities |
| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
| When possible, provide links to specific samples documents assignments etc. | When possible, provide links to specific samples/ documents/ assignments/ etc. | When possible, provide links to specific samples documents assignments etc., |
| a. Read written instructions/Google translate | a. Students may be provided with note organizers / | a. Use of Higher Level Questioning Techniques |
| b. Students may be provided with note | study guides to reinforce key topics. | b. Extension/Challenge Questions |
| organizers/study guides to reinforce key topics. | b. Extended time on assessments when needed. | c. Provide Assessments at a Higher Level of Thinking |
| c. Model and provide examples | c. Preferred seating to be determined by student and | |
| d. Extended time on assessments when needed. | teacher. | |
| e. Establish a non-verbal cue to redirect student | d. Provide modified assessments when necessary. | |
| when not on task. | | |

| Unit | Unit 2 Connections |
|---|--|
| NJSLS - Technology | Career Readiness Practices |
| When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples/ documents/ assignments/etc. |
| Refer to the NI Technology Standards | Refer to the NI Career Readiness Practices |
| 8.1.2.A.6 Identify the structure and components of a database. | CRP1. Act as a responsible and contributing citizen and employee. |
| 8.1.P.C.1 Collaborate with peers by utilizing Google Earth and other | CRP2. Apply appropriate academic and technical skills. |
| population growth, etc. | CRP4. Communicate clearly and effectively and with reason. |
| 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a | CRP5. Consider the environmental, social and economic impacts of decisions. |
| summary of the results | CRP7. Employ valid and reliable research strategies. |
| 8.1.8.D.4 Assess the credibility and accuracy of digital content. | CRP8. Utilize critical thinking to make sense of problems and persevere in solving |
| 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | them. CRP11. Use technology to enhance productivity. |
| 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |
| 21st Century Skills | Interdisciplinary Connections |
| When possible, provide links to specific samples documents assignments etc. Refer to the 21st Contury Life and Skills | When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. |
| | Refer to the NJ Student Learning Standards |
| 9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career. | Reading RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. RI.8.4. Determine the meaning of words and phrases as they are used in a text. |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. | RI.8.8. Delineate and evaluate the argument and specific claims in a text RI.8.9. Analyze and reflect on two or more texts that provide information. |
| | |

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Writing

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Science and Technology

Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including the United States and Canada.

Mathematics

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

| | | Unit 3: Middle and South America | Sp | outh America | |
|---|-------|--|----|--------------------------------|---|
| | | Critical Knowledge & Skills | | Content-Specific Practices | Standard Mastery Examples |
| Content Standards | | ("Unpacked" Standards) | | | (The Student will be able to:) |
| 6.2.8.C.4.a | • | How does geography impact the | • | Annotations and close reading | Evaluate primary and secondary sources regarding the pros and cons |
| Explain how and why the | | migration and emigration of diverse groups of people to Middle America? | • | Annotated Timelines | of globalization and its effects on Mexico, the United States, Brazil, and |
| interrelationships among improved | • | To what extent are the economies of | | Individual/Group Presentations | Venezuela. |
| agricultural production, population growth, urbanization, and | 10.00 | Brazil, Mexico, Venezuela, and the United States interconnected and | • | Summary and Analysis of | • Analyze maps and participate in small- |
| powerful states and kingdoms (i.e., | 3 | dependent on each other? | | Videos/Documentaries/Films | effects of physical landforms in the |
| Europe, Asia, Americas). | • | What are the advantages and | • | Map Skills and Analysis | Middle America on the lives of |
| | | disadvantages of globalization? | | | S. C. |

| movement and settlement of Aztec | | How did Brazil utilize skills from | |
|---|--|---|--|
| Analyze maps relating to the | Map Skills and Analysis | nations in the region? | for expansion and conquest. |
| Debate in small groups the extent of climate change on the production and consumption of patters! resources | Summary and Analysis of Videos/Documentaries/Films | | political, economic, and cultural systems of each of the classical civilizations and provided motivation |
| including tobacco, sugar, rice, and indigo. | Individual/Group Presentations | in the region How did these resources lead to the | |
| indigenous Americans' application of natural resources and crops, | Annotated Timelines | indigenous people conflict and cooperate over the availability of natural resources | Determine how geography and the |
| Determine the influence of | Annotations and close reading | How did the Aztecs and other | 6.2.8.B.3.a |
| | Map Skills and Analysis | South America: | |
| How did maps play a role in the Portuguese and Spanish colonization of the Americas? | Summary and Analysis of Videos/Documentaries/Films | How did maps change over time to lead to the discovery of land in Middle and South America? | and to determine time zones and locations using latitude and longitude. |
| the discovery and conflict over land in Middle and South America | Individual/Group Presentations | How did the development of maps affect historical choices? | to use digital geographic tools, political maps, and globes to measure distances |
| over time and how these maps led to | Annotated Timelines | CACT TITLES | Explain how and when it is important |
| Differentiate between the different types of maps cartographers created | Annotations and close reading | How have cartographers produced maps | 6.1.4.B.3 |
| develop to combat climate change and the harmful effects on people living in North America | тиар экшь ани глиагумь | economies in Middle and South America that lead to emigration to the United States and Canada? | |
| Review the strategies people can | Man Skills and Applysis | How do historical forces affect | shaping of societies. |
| global warming and the effects on people living in North America | Summary and Analysis of Videos/Documentaries/Films | the Aztecs and other indigenous groups? | Americas, and describe the impact of migration on their lives and on the |
| Debate in small-groups the causes of | Individual/Group Presentations | • What forces led to the migration of | Africa to Eurasia, Australia, and the |
| migration of people to North America from Mexico and Middle America. | Annotated Timelines | and South America? | Explain the various migratory patterns |
| Review and evaluate climate charts and maps to determine effects on the | Annotations and close reading | How do landforms and climate help or hinder transportation in Mexico | 6.2.8.B.1.a |
| AMMEMBANG. | | | |

| | r | | | | _ | |
|---|---|--|-------|--|---|--------------------------------------|
| | | Map Skills and Analysis | | | | |
| developed and severed between diverse people in the Americas | | Videos/Documentaries/Films | | partners in Middle America? | | structure. |
| Evaluate the relationships that | • | Summary and Analysis of | ading | cooperation and conflict between trading | | development of culture, and social |
| | | 1 | l to | How did language development lead to | | impacted human understanding, |
| American societies | | Individual/Group Presentations | | (| ò | both written and unwritten languages |
| developed languages and culture in | | | | in their regions? | | Describe how the development of |
| creating confined spaces that | | Annotated Timelines | uages | America utilize a diverse set of languages | | |
| the role of physical geography in | | | | Africans, and colonizers of Middle | _ | |
| Analyze maps and charts to determine | • | Annotations and close reading | | How did indigenous Americans, | | 6.2.8.D.1.b |
| | | | | develop into a global power? | | |
| region. | | | - | indigenous Americans to eventually | _ | |
| | l | | | | | |

| etc. When possible, provide links to specific samples [documents [assignments etc. | When possible, provide links to specific samples/ documents/ assignments/ etc. |
|--|--|
| Summative Assessment | Formative Assessment |

| Unit | Unit 3 Suggested Modifications/Accommodations/Extension Activities | Activities |
|--|---|---|
| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
| When possible, provide links to specific samples/ documents/ assignments/ etc. | When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples/ documents/ assignments/etc. |
| a. Read written instructions/Google translate | a. Students may be provided with note organizers / | a. Use of Higher Level Questioning Techniques |
| b. Students may be provided with note | study guides to reinforce key topics. | b. Extension/Challenge Questions |
| organizers/study guides to reinforce key topics. | b. Extended time on assessments when needed. | c. Provide Assessments at a Higher Level of Thinking |
| c. Model and provide examples | c. Preferred seating to be determined by student and | |
| d. Extended time on assessments when needed. | teacher. | |
| | d. Provide modified assessments when necessary. | |
| | | |

| when not on task. | e. Establish a non-verbal cue to redirect student |
|-------------------|---|
| | |
| | |

| Reading RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. | skill that can be developed through school, home, work, and extracurricular activities for use in a career. |
|--|--|
| Keter to the N Student Learning Standards | |
| axis minimizers etc. | Refer to the 21st Century Life and Skills |
| When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ | When possible, provide links to specific samples/ documents/ assignments/ etc. |
| Interdisciplinary Connections | 21st Century Skills |
| | |
| | data to identify a solution and make an informed decision. |
| CRP11. Use technology to enhance productivity. | Propus ammonass to their annountation to solve a real world producti. |
| them. | 8.1.8.E.1 Effectively use a variety of search tools and filters in professional nublic databases to find information to solve a real world problem |
| CRP8. Utilize critical thinking to make sense of problems and persevere in solving | 8.1.8.D.4 Assess the credibility and accuracy of digital content. |
| CRP7. Employ valid and reliable research strategies. | O LANGE AND LANG |
| CRP5. Consider the environmental, social and economic impacts of decisions. | 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a |
| CRP4. Communicate clearly and effectively and with reason. | population growth, etc. |
| CRP2. Apply appropriate academic and technical skills. | 8.1.P.C.1 Collaborate with peers by utilizing Google Earth and other geography resources to analyze usage and application of natural resources. |
| CRP1. Act as a responsible and contributing citizen and employee. | 8.1.2.A.6 Identify the structure and components of a database. |
| Refer to the NJ Career Readiness Practices | Refer to the NJ Technology Standards |
| When possible, provide links to specific samples/ documents/ assignments/ etc. | When possible, provide links to specific samples documents assignments etc. |
| Career Readiness Practices | NJSLS - Technology |
| Unit 3 Connections | Uni |
| | |

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

RI.8.4. Determine the meaning of words and phrases as they are used in a text. RI.8.8. Delineate and evaluate the argument and specific claims in a text RI.8.9. Analyze and reflect on two or more texts that provide information.

Writing

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Science and Technology

Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including Mexico, Venezuela, and Brazil

Mathematics

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

| | Unit 4: Europe | Europe | |
|-------------------------------------|---|--|---|
| | Critical Knowledge & Skills | Content-Specific Practices | Standard Mastery Examples |
| Content Standards | ("Unpacked" Standards) | | (The Student will be able to:) |
| 6.2.8.C.4.a | How does geography impact the | Annotations and close reading | Evaluate primary and secondary |
| | migration and emigration of diverse | | sources regarding the pros and cons |
| Explain how and why the | groups of people to and from Europe? | Annotated Timelines | of globalization and its effects on the UK, Germany, and the United States, |
| interrelationships among improved | To what extent are the economies of the | Individual/Group Presentations | especially in automobile production. |
| agricultural production, population | European Union and the United States | | |

| 6.2.8.B.3.a • How coope | How a transfi preser | • | Explain how and when it is important to use digital geographic tools, political histormaps, and plobes to measure distances | 6.1.4.B.3 • How have | growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). 6.2.8.B.1.a 6.2.8.B.1.a 6.4.8.B.1.a 6.5.8.B.1.a 6.5.8.B.1.a 6.6.2.8.B.1.a 6.6.2.8.B.1 |
|---|--|---|---|---|--|
| How did indigenous people conflict and cooperate over the availability of natural | How did the Islamic Revolution in Spain transform technology in Europe to the present day? | How did mapmakers during the Renaissance lead to conquest of the Americas in the 15th century? | How did the development of maps affect historical choices? | How have cartographers produced maps | interconnected and dependent on each other? What are the advantages and disadvantages of globalization and how do they affect people in the UK and Germany? How do landforms and climate help or hinder transportation in Europe? How do historical forces affect economies in the UK and Scandinavia? How did climate affect the movement of people in ancient civilizations throughout the regions of Greece and Rome? |
| Annotations and close reading Annotated Timelines | Map Skills and Analysis | | Annotated Timelines Individual/Group Presentations | Annotations and close reading | Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis Annotations and close reading Annotated Timelines Individual/Group Presentations Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis |
| Discuss the application of natural | | Evaluate maps and how they play a role in the British and Portuguese conquest of the Americas and Asia. | over time and how these maps led to the discovery and conflict over land in the Americas | Differentiate between the different types of maps cartographers created | Analyze maps and participate in small-group discussions regarding the effects of physical landforms that divide Europe and Asia and the development of civilizations in Greece and Rome. Review and evaluate climate charts and maps to determine effects on the migration of people around Europe from Asia and North Africa. Review the strategies people can develop to combat climate change and the harmful effects on people living in Europe. Analyze maps and evaluate the impact of hurricanes and droughts in the region. |

| How did Indo-European languages develop and change and affect the growth of nations in the European continent? |
|--|
| How did Islam and Christianity play a role in the division between Spanish and Portuguese settlers in the Middle Ages? |
| ages the ean |
| |
| |
| religions, including Islam and Christianity, in places like Germany and Spanish during and after the Middle Ages. |

| DBQ Essay 5 Paragraphs, Quizzes, Tests and mini-project | Small-group Activities, Socratic seminars |
|---|---|
| When possible, provide links to specific samples documents assignments etc. | When possible, provide links to specific samples/documents/assignments/etc. |
| Summative Assessment | Formative Assessment |
| Unit 4 Assessment Plan | Uni |

| Unit | Unit 4 Suggested Modifications/Accommodations/Extension Activities | Activities |
|--|--|--|
| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
| When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples[documents] assignments[etc. |
| a. Read written instructions/Google translate | a. Students may be provided with note organizers / | a. Use of Higher Level Questioning Techniques |
| b. Students may be provided with note | study guides to reinforce key topics. | b. Extension/Challenge Questions |
| organizers/study guides to reinforce key topics. | b. Extended time on assessments when needed. | c. Provide Assessments at a Higher Level of Thinking |
| c. Model and provide examples | c. Preferred seating to be determined by student and | 507 |
| d. Extended time on assessments when needed. | teacher. | |
| e. Establish a non-verbal cue to redirect student | d. Provide modified assessments when necessary. | |
| when not on task. | | |
| | | |

| Unit | Unit 4 Connections |
|---|---|
| NJSLS - Technology | Career Readiness Practices |
| When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples/ documents/ assignments/etc. |
| Refer to the NJ Technology Standards | Refer to the NJ Career Readiness Practices |
| 8.1.2.A.6 Identify the structure and components of a database. | CRP1. Act as a responsible and contributing citizen and employee. |
| | |
| | 9 |

population growth, etc. geography resources to analyze usage and application of natural resources, 8.1.P.C.1 Collaborate with peers by utilizing Google Earth and other CRP4. Communicate clearly and effectively and with reason CRP2. Apply appropriate academic and technical skills

summary of the results 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a

8.1.8.D.4 Assess the credibility and accuracy of digital content

public databases to find information to solve a real world problem. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional

data to identify a solution and make an informed decision 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze

21st Century Skills

When possible, provide links to specific samples | documents | assignments | etc.

Refer to the 21st Century Life and Skills

9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions

> CRP7. Employ valid and reliable research strategies CRP8. Utilize critical thinking to make sense of problems and persevere in solving CRP5. Consider the environmental, social and economic impacts of decisions.

CRP11. Use technology to enhance productivity.

them.

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.

Interdisciplinary Connections

Refer to the NJ Student Learning Standards

Reading

course of the text, including its relationship to supporting ideas RI.8.2. Determine a central idea of a text and analyze its development over the

RI.8.8. Delineate and evaluate the argument and specific claims in a text RI.8.4. Determine the meaning of words and phrases as they are used in a text.

RI.8.9. Analyze and reflect on two or more texts that provide information

or texts, using valid reasoning and relevant and sufficient evidence NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics

organization, and style are appropriate to task, purpose, and audience NJSLSA.W4. Produce clear and coherent writing in which the development,

Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and own clearly and persuasively collaborations with diverse partners, building on others' ideas and expressing their

| Mathematics Evaluate maps and use mathematics skills to determine distances across Europe. Evaluate Charts to determine the consumption of natural resources in the UK and Scandinavia, especially oil and other fossil fuels known in the region. | |
|--|--|
| Science and Technology Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including Russia and Italy? | |

| | mulational Group Fiesentations | | |
|--|--------------------------------|---|---|
| | T-J:-:1-1/C D | | of hunters/gatherers that moved from |
| Mercan or people to Europe from | Annotated Limelines | Saharan Desert and South Africa? | Explain the various migratory patterns |
| and maps to determine effects on the | | or hinder transportation in the | |
| Review and evaluate climate charts | Annotations and close reading | How do landforms and climate help | 6.2.8.B.1.a |
| | | disadvantages of globalization? | |
| | | What are the advantages and | |
| Trade. | | | |
| how this impacted the American Slave | Map Skills and Analysis | each other? | Europe, Asia, Americas). |
| Sahara and Central/South Africa, and | | States interconnected and dependent on | powerful states and kingdoms (i.e., |
| effects of physical landforms in the | Videos/Documentaries/Films | Nigeria, the Ivory Coast, and the United | commercialization led to the rise of |
| group discussions regarding the | Summary and Analysis of | To what extent are the economies of | growth, urbanization, and |
| Analyze maps and participate in small- | • | TIAMANDO TIAMOG. | agricultural production, population |
| | Individual/Group Presentations | Mansa Mirsa? | interrelationships among improved |
| Nigeria, Ivory Coast, and the U.S. | | Africa including the Berbers Arabs and | Explain now and wny the |
| of globalization and its effects on | Annotated Timelines | groups of people to North and Central | 5-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1 |
| sources regarding the pros and cons | 1.70 mg/s | migration and emigration of diverse | |
| Evaluate primary and secondary | Annotations and close reading | How does geography impact the | 6.2.8.C.4.a |
| For some so men cont | | (- Province Command) | |
| The Student will be able to: | | ("'Unpacked" Standards) | Content Standards |
| Standard Mastery Examples | Content-Specific Practices | Critical Knowledge & Skills | S S 11 |
| | | | |
| | frica | Unit 5: Africa | |
| | | | |
| | | | |

| Annotations and close reading |
|---|
| y. |
| Individual/Group Presentations Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis |
| Annotations and close reading Annotated Timelines |
| Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis |
| Annotations and close reading Annotated Timelines Individual/Group Presentations |
| |
| Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis |

Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

indigenous Africans utilize a diverse set of languages in their regions?

How did language development lead to cooperation and conflict between trading partners in Africa and Europe?

Annotated Timelines

Individual/Group Presentations

Summary and Analysis of Videos/Documentaries/Films

Map Skills and Analysis

the role of physical geography in creating confined spaces that developed languages and culture in African societies, including Ancient Egypt, the Nubians, and Arab-Islamic civilizations

Evaluate the relationships that developed and severed between polytheistic and monotheistic societies, including Islam and Christianity.

| | Small-group Activities, Socratic seminars |
|---|---|
| When possible, provide links to specific samples/documents/assignments/etc. | When possible, provide links to specific samples/documents/assignments/etc. |
| Summative Assessment | Formative Assessment |

| Unit : | Unit 5 Suggested Modifications/Accommodations/Extension Activities | Activities |
|--|--|--|
| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
| When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples/ documents/ assignments/etc. |
| a. Read written instructions/Google translate | a. Students may be provided with note organizers / | a. Use of Higher Level Questioning Techniques |
| b. Students may be provided with note | study guides to reinforce key topics. | b. Extension/Challenge Questions |
| organizers/study guides to reinforce key topics. | b. Extended time on assessments when needed. | c. Provide Assessments at a Higher Level of Thinking |
| c. Model and provide examples | c. Preferred seating to be determined by student and | |
| d. Extended time on assessments when needed. | teacher. | |

| Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NI Student Learning Standards | 21st Century Skills When possible, provide links to specific samples documents assignments etc. Refer to the 21st Century Life and Skills |
|---|--|
| | 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. |
| CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. | 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. |
| CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. | 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results |
| CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. | 8.1.P.C.1 Collaborate with peers by utilizing Google Earth and other geography resources to analyze usage and application of natural resources, population growth, etc. |
| CRP1. Act as a responsible and contributing citizen and employee. | 8.1.2.A.6 Identify the structure and components of a database. |
| When possible, provide links to specific samples documents assignments etc. Refer to the NI Carcer Readiness Practices | When possible, provide links to specific samples / documents / assignments / etc. Refer to the NI Technology Standards |
| Career Readiness Practices | NJSLS - Technology |
| Unit 5 Connections | Unit |
| Provide modified assessments when necessary. | e. Establish a non-verbal cue to redirect student d. Provide modified as when not on task. |

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Reading

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

RI.8.4. Determine the meaning of words and phrases as they are used in a text.

RI.8.8. Delineate and evaluate the argument and specific claims in a text

RI.8.9. Analyze and reflect on two or more texts that provide information.

Writing

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Science and Technology

Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including North Africa and Cote d'Ivoire

Mathematics

Evaluate maps and use mathematics skills to determine distances across North Africa

| | Unit 6: Southwest Asia/The Fertile Cresc | /The Fertile Crescent | |
|--|--|--|---|
| | Critical Knowledge & Skills | Content-Specific Practices | Standard Mastery Examples |
| Content Standards | ("Unpacked" Standards) | | (The Student will be able to:) |
| 6.2.8.C.4.a | How does geography impact the | Annotations and close reading | Evaluate primary and secondary sources regarding the pros and cons |
| Explain how and why the | migration and emigration of diverse groups of people to the Middle East? | Annotated Timelines | of globalization and its effects on Saudi Arabia and Iraq. |
| interrelationships among improved | To what extent are the economies of | Individual/Group Presentations | Analyze maps and participate in small- |
| growth, urbanization, and commercialization led to the rise of bowerful states and kingdoms (i.e., | Iraq, Saudi Arabia, and the United States interconnected and dependent on each other? | Summary and Analysis of Videos/Documentaries/Films | group discussions regarding the effects of physical landforms in the Middle East and the development of |
| Europe, Asia, Americas). | What are the advantages and It does not be advantaged and beautiful to the advantage and the | Map Skills and Analysis | civilizations for the Israelites, the Mesopotamians, the Persians, and the |
| | do they affect people in the Middle East? | | Caananites. |
| 6.2.8.B.1.a | How do landforms and climate help | Annotations and close reading | Review and evaluate climate charts and maps to determine effects on the |
| Explain the various migratory patterns | or hinder transportation in the Middle East? | Annotated Timelines | migration of people around the Middle East. |
| of hunters/gatherers that moved from Africa to Eurasia, Australia, and the | How do historical forces affect | Individual/Group Presentations | Review the strategies people can |
| Americas, and describe the impact of migration on their lives and on the | economies in Iraq, Iran, the Levant, and Saudi Arabia? | Summary and Analysis of Videos/Documentaries/Films | develop to combat climate change and the harmful effects on people living in Saudi Arabia. |
| энарив от эолгонга. | How did climate affect the movement of the Persians, Caanities, the | Map Skills and Analysis | Analyze maps and evaluate the |
| | Israelities, and the Mesopotamians? | | importance of geography in the region. |
| 6.1.4.B.3 | How have cartographers produced maps | Annotations and close reading | Differentiate between the different types of mans carrographers created |
| | over time? | Annotated Timelines | over time and how these maps led to |

| developed and severed between polytheistic and monotheistic societies, including Islam and Christianity in Israel and Palestine. | Map Skills and Analysis | • | |
|--|--|--|--|
| Evaluate the relationships that | Videos/Documentaries/Films | | structure. |
| Persia. | Summary and Analysis of | partners in the Middle East? | development of culture, and social |
| Middle Eastern societies, including | Individual/Group Presentations | How did language development lead to cooperation and conflict between trading | impacted human understanding, |
| developed languages and culture in | | | Describe how the development of |
| the role of physical geography in | Apporated Timelines | in their regions? | |
| | Annotations and close reading | How did monotheistic and polythesitic | 6.2.8.D.1.b |
| | | | |
| affected the lives of people in the Middle East. | | their natural resources such as oil and chocolate? | |
| desert and other geographic features | | How do Saudi Arabia and Yemen utilize | |
| Evaluate the extent by which the | Map Skills and Analysis | THE TESTORY | for expansion and conquest. |
| movement and settlement of the Middle Eastern peoples. | Videos/Documentaries/Films | the destruction of indigenous nations in | systems of each of the classical civilizations and provided motivation |
| | Summary and Analysis of | migration and settlement of Asian | political, economic, and cultural |
| natural resources and crops. | Individual/Group Presentations | How did these resources lead to the | availability of natural resources influenced the development of the |
| Determine the influence of indigenous Americans' application of | Annotated Timelines | resources in the region? | Determine how geography and the |
| | Annotations and close reading | How did indigenous people conflict and | 6.2.8.B.3.a |
| Persian conquest of the Middle East and during the Crusades? | Map Skills and Analysis | Asia? | |
| | Videos/Documentaries/Films | to the discovery of land in Southwest | locations using latitude and longitude. |
| and Palestine. | Summary and Analysis of | | maps, and globes to measure distances |
| the discovery and conflict over land in the Middle East, especially in Israel | Individual/Group Presentations | How did the development of maps affect historical choices? | to use digital geographic tools, political |

| DBQ Essay 5 Paragraphs, Quizzes, Tests and mini-project | Small-group Activities, Socratic seminars |
|---|---|
| When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples/ documents/ assignments/etc. |
| Summative Assessment | Formative Assessment |
| Unit 6 Assessment Plan | Unit |

| Unit 6 | Unit 6 Suggested Modifications/Accommodations/ extension Activities | Activities |
|--|---|--|
| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
| When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples documents assignments etc. | When possible, provide links to specific samples/ documents/ assignments/etc. |
| a. Read written instructions/Google translate | a. Students may be provided with note organizers / | a. Use of Higher Level Questioning Techniques |
| b. Students may be provided with note | study guides to reinforce key topics. | b. Extension/Challenge Questions |
| organizers/study guides to reinforce key topics. | b. Extended time on assessments when needed. | c. Provide Assessments at a Higher Level of Thinking |
| c. Model and provide examples | c. Preferred seating to be determined by student and | |
| d. Extended time on assessments when needed. | teacher. | , |
| : | d. Provide modified assessments when necessary. | |
| e. Establish a non-verbal cue to redirect student | | |
| when not on task. | | |
| | | |

| NJSLS - Technology | Career Readiness Practices |
|---|---|
| When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples documents assignments etc. |
| Refer to the NJ Technology Standards | Refer to the NJ Career Readiness Practices |
| 8.1.2.A.6 Identify the structure and components of a database. CRP1. Ac | CRP1. Act as a responsible and contributing citizen and employee. |

- 8.1.P.C.1 Collaborate with peers by utilizing Google Earth and other geography resources to analyze usage and application of natural resources, population growth, etc.
- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

21st Century Skills

When possible, provide links to specific samples | documents | assignments | etc.

Refer to the 21st Century Life and Skills

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the NJ Student Learning Standards

Reading

- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- RI.8.4. Determine the meaning of words and phrases as they are used in a text.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text
- RI.8.9. Analyze and reflect on two or more texts that provide information.

Writing

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

| Evaluate Charts to determine the consumption of natural resources, especially oil. | |
|--|--|
| East. | |
| Evaluate maps and use mathematics skills to determine distances across the Middle | |
| Mathematics | |
| | |
| behaviors in a given location, including Saudi Arabia, Israel, Palestine, and Syria. | |
| Identify the trends and patterns of global temperatures and changing climate | |
| Science and Technology | |

| | Unit 7: South Asia/India | n Asia/India | |
|---|--|--|---|
| | Critical Knowledge & Skills | Content-Specific Practices | Standard Mastery Examples |
| Content Standards | ("Unpacked" Standards) | | (The Student will be able to:) |
| 6.2.8.C.4.a | How does geography impact the migration and emigration of diverse groups of people to India? | Annotations and close reading Annotated Timelines Individual/Group Presentations | Evaluate primary and secondary sources regarding the pros and cons of globalization and its effects on India and Pakistan. |
| Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). | To what extent are the economies of India, Pakistan, and the United States interconnected and dependent on each other? What are the advantages and disadvantages of globalization and how do they affect people in India? | Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | • Analyze maps and participate in small-group discussions regarding the effects of physical landforms in South Asia and the development of civilizations for the Moguls and other Indian civilizations. |
| 6.2.8.B.1.a | How do landforms and climate help or hinder transportation in India and Pakistan? | Annotations and close reading Annotated Timelines Individual/Group Presentations | Review and evaluate climate charts and maps to determine effects on the migration of people around South Asia |
| Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the | How do historical forces affect economies in India and Pakistan? | Summary and Analysis of Videos/Documentaries/Films | Review the strategies people can develop to combat climate change and the boundary of the |
| Americas, and describe the impact of migration on their lives and on the shaping of societies. | How did climate affect the movement of people in ancient civilizations throughout the regions of India and Pakistan? | Map Skills and Analysis | the harmful effects on people living in India. Analyze maps and evaluate the impact of monsoons and cyclones. |
| | | | |

| 6.1.4.B.3 | • | How have cartographers produced maps over time? | • • | Annotations and close reading Annotated Timelines | • 9 9 10 | Differentiate between the different types of maps cartographers created |
|---|---------|---|---------|---|--|---|
| Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. | • • | How did the development of maps affect historical choices? How did maps change over time to lead to the discovery of land in India? How did Columbus and other Portguese and Spanish explorers transform maps to discover the Indies? | • . • • | Individual/Group Presentations Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | • Ev | over time and how these maps led to the discovery and conflict over land in South Asia. Evaluate maps and how they play a role in the British and Portuguese conquest of India. |
| 6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political economic and cultural | • • | How did indigenous people conflict and cooperate over the availability of natural resources in the region? How did these resources lead to the migration and settlement of Asian settlers, especially the Portuguese and the Pritish in the 1700s ² | | Annotations and close reading Annotated Timelines Individual/Group Presentations Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | • De inc nat the | Determine the influence of indigenous Americans' application of natural resources and crops, especially those sought by European conquerors like Columbus. |
| systems of each of the classical civilizations and provided motivation for expansion and conquest. | • | How do India and Pakistan adapt to seasonal weather patterns, especially to Monsoons and tropical cyclones? | | | • Ev | movement and settlement of the Indian people. Evaluate the extent by which the tropical landforms and other geographic features affected the lives of people in India and Pakistan. |
| 6.2.8.D.1.b Describe how the development of | • • | How did monotheistic and polythesitic societies utilize a diverse set of languages in their regions? How do Hinduism, Buddhism, and | • • • | Annotations and close reading Annotated Timelines Individual/Group Presentations | • An the cre | Analyze maps and charts to determine the role of physical geography in creating confined spaces that developed languages and culture in |
| both written and unwritten languages impacted human understanding, development of culture, and social structure. | • • • • | various polytheistic religions affect South Asian nations and its impact on the world? How did Islam and Hinduism play a role in the division between Indian and Pakistani people? How did language development lead to cooperation and conflict between trading partners in India? | • • | Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | India Deba found Sidda Evalt devel polyt religio | India Debate the philosophical and moral foundations of Buddhism and Siddartha Budha. Evaluate the relationships that developed and severed between polytheistic and monotheistic religions, including Islam, Budhism, and Hinudism |

| ssessment amples/ documents id mini-project | Small-group Activities, Socratic seminars DBQ Essay 5 Paragraphs, Quizzes, Tests and mini-project | When possible, provide links to specific samples/ documents/ assignments/etc. When possible, provide links to specific samples/ documents/ assignments/etc. | Formative Assessment Summative Assessment |
|---|---|---|---|
|---|---|---|---|

| Unit | Unit 7 Suggested Modifications/Accommodations/Extension Activities | ACIVITIES |
|--|--|---|
| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
| When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples / documents/ assignments/est. |
| a. Read written instructions/Google translate | a. Students may be provided with note organizers / | a. Use of Higher Level Questioning Techniques |
| b. Students may be provided with note | study guides to reinforce key topics. | b. Extension/Challenge Questions |
| organizers/study guides to reinforce key topics. | b. Extended time on assessments when needed. | c. Provide Assessments at a Higher Level of Thinking |
| c. Model and provide examples | c. Preferred seating to be determined by student and | |
| d. Extended time on assessments when needed. | teacher. | |
| e. Establish a non-verbal cue to redirect student | d. Provide modified assessments when necessary. | |
| when not on task. | | |
| | | |

| Unit | Unit 7 Connections |
|---|---|
| NJSLS - Technology | Career Readiness Practices |
| When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples / documents / assignments / etc. |
| Refer to the NI Technology Standards | Refer to the NI Career Readiness Practices |
| 8.1.2.A.6 Identify the structure and components of a database. | CRP1. Act as a responsible and contributing citizen and employee. |
| 8.1.P.C.1 Collaborate with peers by utilizing Google Earth and other geography resources to analyze usage and application of natural resources, | CRP2. Apply appropriate academic and technical skills. |

| population growth, etc. | CRP4. Communicate clearly and effectively and with reason. |
|---|--|
| 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results | CRP5. Consider the environmental, social and economic impacts of decisions. |
| 8.1.8.D.4 Assess the credibility and accuracy of digital content. | CRP7. Employ valid and reliable research strategies. |
| 8.1.8.E.1 Effectively use a variety of search tools and filters in professional | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| public databases to find information to solve a real world problem. | CRP11. Use technology to enhance productivity. |
| 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | • |
| 21st Century Skills | Interdisciplinary Connections |
| When possible, provide links to specific samples [documents [assignments] etc. | When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/ assignments/etc. |
| Refer to the 21st Century Life and Skills | Refer to the NJ Student Learning Standards |
| 9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career. | Reading RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. RI.8.4. Determine the meaning of words and phrases as they are used in a text. |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. | RI.8.8. Delineate and evaluate the argument and specific claims in a text RI.8.9. Analyze and reflect on two or more texts that provide information. |
| 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. | Writing NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W4. Produce clear and coherent writing in which the development, |
| 9.2.8.B.6 Demonstrate understanding of the necessary preparation and | organization, and style are appropriate to task, purpose, and audience. |
| legal requirements to enter the workforce. | Speaking and Listening NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and |
| 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| | Science and Technology |

Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including India and Pakistan. Evaluate Charts to determine the consumption of natural resources in India and Pakistan, especially oil and other fossil fuels known in the region. Mathematics Evaluate maps and use mathematics skills to determine distances across South Asia.

| | Unit 8: East Asia/China, Japan, the Koreas | na, Japan, the Koreas | |
|---|---|---|---|
| | Critical Knowledge & Skills | Content-Specific Practices | Standard Mastery Examples |
| Content Standards | ("Unpacked" Standards) | | (The Student will be able to:) |
| 6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and | How does geography impact the migration and emigration of diverse groups of people to China and Japan? To what extent are the economies of China and the United States interconnected and dependent on each other? | Annotations and close reading Annotated Timelines Individual/Group Presentations Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | Evaluate primary and secondary sources regarding the pros and cons of globalization and the rise of the "Four Tigers." Analyze maps and participate in small-group discussions regarding the effects of physical landforms in East Asia and the development of ancient |
| commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). 6.2.8.B.1.a 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the | What are the advantages and disadvantages of globalization and how do they affect people in China? How do landforms and climate help or hinder transportation in China and Japan? How do historical forces affect economies in China and Japan? How did climate affect the movement of people in ancient civilizations throughout the regions of China and | Annotations and close reading Annotated Timelines Individual/Group Presentations Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | Review and evaluate climate charts and maps to determine effects on the migration of people around East Asia Review the strategies people can develop to combat climate change and the harmful effects on people living in China. Analyze maps and evaluate the impact of monsoons and cyclones. |

| | ent Plan | Unit 8 Assessment Plan | |
|---|---|--|--|
| | | | |
| Evaluate the relationships that developed and severed between polytheistic and monotheistic religions, including Islam, Budhism, and Hinudism | | role in the division between Chinese people? • How did language development lead to cooperation and conflict between trading partners in China and Japan? | Structure |
| China and Japan. Debate the philosophical and moral foundations of Buddhism and Siddartha Budha. | Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | various polytheistic religions affect East Asian nations and its impact on the world? How did Islam and Christianity play a | both written and unwritten languages impacted human understanding, development of culture, and social |
| Analyze maps and charts to determine the role of physical geography in creating confined spaces that developed languages and culture in | Annotations and close reading Annotated Timelines Individual/Group Presentations | How did monotheistic and polythesitic societies utilize a diverse set of languages in their regions? How do Hinduism, Buddhism, and | 6.2.8.D.1.b Describe how the development of |
| and Yangtze Rivers. • Evaluate the extent by which the tropical landforms and other geographic features affected the lives of people in China and Japan. | | How do Japan and Korea adapt to seasonal weather patterns, especially to Monsoons and tropical cyclones? | systems or each of the classical civilizations and provided motivation for expansion and conquest. |
| natural resources and crops. Analyze maps relating to the movement and settlement of the Chinese people along the Huang He | Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | | Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural |
| Determine the influence of | Annotations and close reading Annotated Timelines Individual/Group Presentations | How did indigenous people conflict and cooperate over the availability of natural resources in the region? | 6.2.8.B.3.a |
| Evaluate maps and how they play a role in the seclusion of China and Japan from Western influence. | Videos/Documentaries/Films Map Skills and Analysis | • How did maps change over time to lead to the discovery of land in Japan? How did Columbus and other Portguese and Spanish explorers transform maps to discover the Indies? | to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. |
| types of maps cartographers created over time and how these maps led to the discovery and conflict over land in | Annotated Timelines Individual/Group Presentations Summary and Analysis of | over time? How did the development of maps affect historical choices? | Explain how and when it is important |
| Differentiate between the different | Annotations and close reading | How have cartographers produced maps | 6.1.4.B.3 |

| DBQ Essay 5 Paragraphs, Quizzes, Tests and mini-project | Small-group Activities, Socratic seminars |
|---|---|
| When possible, provide links to specific samples [documents [assignments] etc. | When possible, provide links to specific samples/documents/assignments/etc. |

| Units | Unit 8 Suggested Modifications/Accommodations/Extension Activities | Activities |
|---|---|--|
| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
| When possible, provide links to specific samples/ documents/ assignments/ etc. | When possible, provide links to specific samples/ documents/ assignments/ etc. | When possible, provide links to specific samples/ documents/ assignments/etc. |
| a. Read written instructions/Google translate | a. Students may be provided with note organizers / | a. Use of Higher Level Questioning Techniques |
| b. Students may be provided with note | study guides to reinforce key topics. | b. Extension/Challenge Questions |
| organizers/study guides to reinforce key topics. | b. Extended time on assessments when needed. | c. Provide Assessments at a Higher Level of Thinking |
| c. Model and provide examples | c. Preferred seating to be determined by student and | |
| d. Extended time on assessments when needed. | teacher. | |
| | d. Provide modified assessments when necessary. | |
| e. Establish a non-verbal cue to redirect student | | |
| when not on task. | | |
| | | |

| Unit 8 | Unit 8 Connections |
|---|---|
| NJSLS - Technology | Career Readiness Practices |
| When possible, provide links to specific samples/documents/assignments/etc. | When possible, provide links to specific samples documents assignments etc. |
| Refer to the NI Technology Standards | Refer to the NI Career Readiness Practices |
| 8.1.2.A.6 Identify the structure and components of a database. | CRP1. Act as a responsible and contributing citizen and employee. |
| 8.1.P.C.1 Collaborate with peers by utilizing Google Earth and other | CRP2. Apply appropriate academic and technical skills. |
| population growth, etc. | CRP4. Communicate clearly and effectively and with reason. |
| 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a | CRP5. Consider the environmental, social and economic impacts of decisions. |

| summary of the results | CRP7. Employ valid and reliable research strategies. |
|---|--|
| 8.1.8.D.4 Assess the credibility and accuracy of digital content. | CRP8. Utilize critical thinking to make sense of problems and persevere in solving |
| 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | them. CRP11. Use technology to enhance productivity. |
| 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |
| 21st Century Skills | Interdisciplinary Connections |
| When possible, provide links to specific samples documents assignments etc. Refer to the 21st Century Life and Skills | When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. |
| | Refer to the NJ Student Learning Standards |
| 9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career. | Reading RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. RI.8.4. Determine the meaning of words and phrases as they are used in a text. |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. | RI.8.8. Delineate and evaluate the argument and specific claims in a text RI.8.9. Analyze and reflect on two or more texts that provide information. |
| 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. | Writing NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 9.28 B 6 Demonstrate understanding of the necessary preparation and | NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| legal requirements to enter the workforce. | Speaking and Listening |
| | |
| 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| | Science and Technology |
| | Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including China and Japan. |
| | |

| Tatan | Evaluate | Evaluate |
|-------|----------|----------|
| | Charts | maps ar |

Mathematics

Evaluate maps and use mathematics skills to determine distances across East Asia.

Evaluate Charts to determine the consumption of natural resources in China and

| | Unit 9: Oceania and the Pacific | and the Pacific | |
|---|---|--|---|
| Content Standards | Critical Knowledge & Skills | Content-Specific Practices | Standard Mastery Examples |
| Content Standards | ("Unpacked" Standards) | | (The Student will be able to:) |
| 6.2.8.C.4.a | How does geography impact the migration and emigration of diverse groups of people to Australia? | Annotations and close reading Annotated Timelines Individual/Group Presentations | Evaluate primary and secondary sources regarding the pros and cons of globalization and its effects on |
| Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). | To what extent are the economies of Australia and the United States interconnected and dependent on each other? What are the advantages and disadvantages of globalization and how do they affect people in Australia? | Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | Analyze maps and participate in small-group discussions regarding the effects of physical landforms in Australia and its effects on aboriginal people in Australia. |
| 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from | How do landforms and climate help or hinder transportation in Australia? How do historical forces affect economies in the Pacific, especially during World War II? | Annotations and close reading Annotated Timelines Individual/Group Presentations Summary and Analysis of Videos/Documentaries/Films | Review and evaluate climate charts and maps to determine effects on the migration of people around the Pacific region. Review the strategies people can develop to combat climate change and |
| Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. | during World War II? How did climate affect the movement of people in ancient civilizations throughout the regions of Australia and Indonesia? | Videos/Documentaries/Films Map Skills and Analysis | develop to combat climate change and the harmful effects on people living in Australia. • Analyze maps and evaluate the impact of desert conditions on people living in Australia. |
| 6.1.4.B.3 | How have cartographers produced maps over time? | Annotations and close reading Annotated Timelines | Differentiate between the different types of maps cartographers created |
| Explain how and when it is important | How did the development of maps affect historical choices? | Individual/Group Presentations | the discovery and conflict over land in |

| sessment | | | |
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| | Summative Assessment | Formative Assessment | Formati |
| | ment Plan | Unit 9 Assessment Plan | |
| | | | |
| Christianity and other monotheistic religions in the region, especially in Indonesia. | Map Skills and Analysis | | impacted numan understanding, development of culture, and social structure. |
| developed languages and culture in Australia. Debate the importance of Islam, | Individual/Group Presentations Summary and Analysis of Videos/Documentaries/Films | How did language development lead to cooperation and conflict between trading partners in Australia? | Describe how the development of both written and unwritten languages |
| Analyze maps and charts to determine the role of physical geography in | Annotations and close reading Annotated Timelines | How did monotheistic and polythesitic societies utilize a diverse set of languages | 6.2.8.D.1.b |
| movement and settlement of the Australian people. • Evaluate the extent by which the tropical landforms and other geographic features affected the lives of people in Australia. | | How does Australia adapt to seasonal weather patterns? | systems of each of the classical civilizations and provided motivation for expansion and conquest. |
| Determine the influence of indigenous Americans' application of natural resources and crops, especially those sought by American colonizers in the 1900s. Analyze maps relating to the | | Cooperate over the availability of natural resources in the region? How did these resources lead to the migration and settlement of European settlers, especially the British and Americans in the 1900s? | Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural |
| the Pacific. Evaluate maps and how they play a role in the conquest of Australia. | Summary and Analysis of Videos/Documentaries/Films Map Skills and Analysis | How did maps change over time to lead to the discovery of land in Australia? How did British colonizers utilize maps and tools to conquer the region? How did is discovery to the profit and | to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. 6.2.8.B.3.a |

Small-group Activities, Socratic seminars

DBQ Essay 5 Paragraphs, Quizzes, Tests and mini-project

| Units | Unit 9 Suggested Modifications/Accommodations/Extension Activities | Activities |
|---|--|---|
| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
| When possible, provide links to specific samples documents assignments etc. | When possible, provide links to specific samples/ documents/ assignments/etc. | When possible, provide links to specific samples documents assignments etc. |
| a. Read written instructions/Google translate | a. Students may be provided with note organizers / | a. Use of Higher Level Questioning Techniques |
| b. Students may be provided with note | study guides to reinforce key topics. | b. Extension/Challenge Questions |
| organizers/study guides to reinforce key topics. | b. Extended time on assessments when needed. | c. Provide Assessments at a Higher Level of Thinking |
| c. Model and provide examples | c. Preferred seating to be determined by student and | |
| d. Extended time on assessments when needed. | teachet. | |
| e. Establish a non-verbal cue to redirect student | d. Provide modified assessments when necessary. | |
| when not on task. | | |
| | | |

| Unit | Unit 9 Connections |
|---|--|
| NISLS - Technology | Career Readiness Practices |
| When possible, provide links to specific samples/ documents/ assignments/ etc. | When possible, provide links to specific samples / documents / assignments / etc. |
| Refer to the <u>NI Technology Standards</u> | Refer to the NI Career Readiness Practices |
| 8.1.2.A.6 Identify the structure and components of a database. | CRP1. Act as a responsible and contributing citizen and employee. |
| 8.1.P.C.1 Collaborate with peers by utilizing Google Earth and other | CRP2. Apply appropriate academic and technical skills. |
| population growth, etc. | CRP4. Communicate clearly and effectively and with reason. |
| 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a | CRP5. Consider the environmental, social and economic impacts of decisions. |
| summary of the results | CRP7. Employ valid and reliable research strategies. |
| 8.1.8.D.4 Assess the credibility and accuracy of digital content. | CRP8. Utilize critical thinking to make sense of problems and persevere in solving |
| 8.1.8.E.1 Effectively use a variety of search tools and filters in professional | them. |

| Mathematics Evaluate maps and use mathematics skills to determine distances across Oceania. Evaluate Charts to determine the consumption of natural resources in Indonesia and | |
|---|---|
| Science and Technology Identify the trends and patterns of global temperatures and changing climate behaviors in a given location. | |
| NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. |
| NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Speaking and Listening | 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. |
| Writing NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. |
| RI.8.4. Determine the meaning of words and phrases as they are used in a text. RI.8.8. Delineate and evaluate the argument and specific claims in a text RI.8.9. Analyze and reflect on two or more texts that provide information. | 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. |
| Reading RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. | 9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracutricular activities for use in a career. |
| Refer to the NI Student Learning Standards | Refer to the 21st Century Life and Skills |
| Interdisciplinary Connections When possible, provide links to specific ELA/Math/Ssi/SS standards as well as samples/ documents/ | 21st Century Skills When possible, provide links to specific samples/ documents/ assignments/ etc. |
| | 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. |
| CRP11. Use technology to enhance productivity. | public databases to find information to solve a real world problem. |

Australia.

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