

# TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 6 Social Studies  
August 18, 2020

## **Mission Statement**

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

## **Philosophy Statement**

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

## **Course Description**

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

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

The five themes of geography-location, place, human- environment interaction, movement, and regions-are applied to the countries studied. The course emphasizes the relationship between 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, the effects that historical developments have had on current political and economic systems are analyzed.

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

## **Curriculum Units/Pacing Guide**

<b>Unit Title</b>	<b>Number of Days</b>
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

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<b>Unit 1: Introduction To Geography</b>	6.2.8.B.3.a  6.2.8.D.1.b  6.2.8.B.3.a  C.18A:35-4.35	<ol style="list-style-type: none"> <li>1. Why is it important to have geography skills?</li> <li>2. How is physical and political geography used to interpret the past, understand the present and plan for the future?</li> <li>3. How do physical processes shape Earth’s surface?</li> <li>4. What kinds of geographic characteristics define the region where people live?</li> <li>5. What factors bring about changes in culture?</li> <li>6. How do earth’s physical features affect where people live?</li> <li>7. How does culture influence people’s perception about places and regions? Likewise, how do places and regions create and influence ideas about culture?</li> <li>8. <b>Understand how stereotypes about families are reinforced</b></li> </ol>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> </ul>
<b>Suggested Resources</b>  <i>Provide links to specific resources/ activities</i>	<ul style="list-style-type: none"> <li>● <a href="#">School Database and 21st Century Archive for Geography</a></li> <li>● <a href="#">Amistad Commission Geography Skills</a></li> <li>● <a href="#">People and Culture National Geographic</a></li> <li>● <a href="#">World Geographic and 21st Century Applications</a></li> <li>● <a href="#">Continents and Geography Skills</a></li> <li>● <a href="https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_How_Are_Assumptions_About_Families_Reinforced.pdf">https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_How_Are_Assumptions_About_Families_Reinforced.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● Document Based Question analysis and essays</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Film</li> </ul>	

<p><b>Unit 2: The United States and Canada</b></p>	<p>6.2.8.C.4.a 6.2.8.B.1.a 6.2.8.B.3.a 6.2.8.B.3.a 6.2.8.D.1.b 6.2.8.B.3.a 6.2.8.B.1.b 6.2.8.D.4.a</p>	<ol style="list-style-type: none"> <li>1. How do landforms and climate help or hinder transportation in the United States and Canada?</li> <li>2. How is the physical geography of the US and Canada similar and different? How do these differences affect historical outcomes?</li> <li>3. How might climate affect and determine where people live and behave?</li> <li>4. How does geography impact the migration and emigration of people to the United States and Canada?</li> <li>5. To what extent are the economies of the United States and Mexico interconnected and dependent on each other?</li> <li>6. What are the advantages and disadvantages of globalization?</li> </ol>	<ul style="list-style-type: none"> <li>● Summary and analysis of guest speakers</li> </ul>
<p><b>Suggested Resources</b></p> <p><i>Provide links to specific resources/ activities</i></p>	<ul style="list-style-type: none"> <li>● <a href="#"><u>School Database and 21st Century Archive for Geography</u></a></li> <li>● <a href="#"><u>Amistad Commission Geography Skills</u></a></li> <li>● <a href="#"><u>Languages of Indigenous Americans</u></a></li> <li>● <a href="#"><u>Do we have a Right to Clean Water Human-Environment Interaction Close Reading</u></a></li> <li>● <a href="#"><u>Document-Based Question Essay: Globalization at the Border: Has NAFTA Kept Its Promises to Mexican Workers?</u></a></li> <li>● <a href="#"><u>People and Culture National Geographic</u></a></li> <li>● <a href="#"><u>World Geographic and 21st Century Applications</u></a></li> <li>● <a href="#"><u>Continents and Geography Skills</u></a></li> </ul>		

<p><b>Unit 3: The European Continent</b></p>	<p>6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.B.1.b 6.2.8.C.4.a 6.2.8.B.1.b 6.2.8.D.4.a</p>	<ol style="list-style-type: none"> <li>1. How do landforms and climate help or hinder transportation in the United States and Canada?</li> <li>2. How is the physical geography of the US and Canada similar and different? How do these differences affect historical outcomes?</li> <li>3. How might climate affect and determine where people live and behave?</li> <li>4. How does geography impact the migration and emigration of people to the United States and Canada?</li> <li>5. To what extent are the economies of the United States and Mexico interconnected and dependent on each other?</li> <li>6. What are the advantages and disadvantages of globalization?</li> </ol>	
<p><b>Suggested Resources</b></p> <p><i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> <li>● <a href="#"><u>School Database and 21st Century Archive for Geography</u></a></li> <li>● <a href="#"><u>Amistad Commission Geography Skills</u></a></li> <li>● <a href="#"><u>Aztec people Map Skills</u></a></li> <li>● <a href="#"><u>Languages of Indigenous Americans</u></a></li> <li>● <a href="#"><u>Do we have a Right to Clean Water Human-Environment Interaction Close Reading</u></a></li> <li>● <a href="#"><u>Document-Based Question Essay: A Question of Scale: How Wealthy Is Brazil?</u></a></li> <li>● <a href="#"><u>People and Culture National Geographic</u></a></li> <li>● <a href="#"><u>World Geographic and 21st Century Applications</u></a></li> <li>● <a href="#"><u>Continents and Geography Skills</u></a></li> </ul>		

<p><b>Unit 4: Europe</b></p>	<p>6.2.8.A.1.a</p> <p>6.2.8.B.1.b</p> <p>6.2.8.B.1.b</p> <p>6.2.8.C.4.a</p> <p>6.2.8.B.1.b</p> <p>6.2.8.D.4.a</p>	<ol style="list-style-type: none"> <li>1. How do landforms and climate help or hinder transportation in European nations?</li> <li>2. How is the physical geography of European nations similar and different? How do these differences affect historical outcomes?</li> <li>3. How might climate affect and determine where people live and behave in Europe, especially eastern and southern Europe?</li> <li>4. How does geography impact the migration and emigration of people to and from European nation-states?</li> <li>5. To what extent are the economies and government systems of the United States and European Union interconnected and dependent on each other?</li> <li>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.).</li> </ol>	
<p><b>Suggested Resources</b></p> <p><i>Provide links to specific resources/ activities</i></p>	<ul style="list-style-type: none"> <li>● <a href="#"><u>School Database and 21st Century Archive for Geography</u></a></li> <li>● <a href="#"><u>Amistad Commission Geography Skills</u></a></li> <li>● <a href="#"><u>Roman Empire Short Read and Analysis</u></a></li> <li>● <a href="#"><u>Ancient Athens and early Democracy Document Analysis Group Activity</u></a></li> <li>● <a href="#"><u>Document-Based Question Essay: The European Union: Do the Benefits of Membership Outweigh the Costs?</u></a></li> <li>● <a href="#"><u>People and Culture National Geographic</u></a></li> <li>● <a href="#"><u>World Geographic and 21st Century Applications</u></a></li> <li>● <a href="#"><u>Continents and Geography Skills</u></a></li> </ul>		

<p><b>Unit 5: Africa</b></p>	<p>6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.B.1.b 6.2.8.C.4.a 6.2.8.B.1.b 6.2.8.D.4.a</p>	<ol style="list-style-type: none"> <li>1. How have natural resources made African nations key players in world affairs?</li> <li>2. What challenges might an arid climate with little water pose to people in Africa?</li> <li>3. How does religion affect the lives of people today? How have Christianity and Islam shaped and developed north Africa over time?</li> <li>4. How can conflict in one region of Africa affect other regions within Africa?</li> <li>5. How might a change in governments affect a country's economy?</li> <li>6. How have migration patterns in Africa affected the people who live there?</li> </ol>	
<p><b>Suggested Resources</b></p> <p><i>Provide links to specific resources/ activities</i></p>	<ul style="list-style-type: none"> <li>● <a href="#"><u>School Database and 21st Century Archive for Geography</u></a></li> <li>● <a href="#"><u>Amistad Commission Geography Skills</u></a></li> <li>● <a href="#"><u>Amistad Commission Reading Activity: The Ancient Nubians</u></a></li> <li>● <a href="#"><u>Amistad Commission: The Arab Conquest of North Africa/ Islamic Scientific Revolution</u></a></li> <li>● <a href="#"><u>Document-Based Question Essay: Is Chocolate Good for Cote d'Ivoire?</u></a></li> <li>● <a href="#"><u>DBQ Document Analysis: Famine in Ethiopia: How Did the Government Make It Worse</u></a></li> <li>● <a href="#"><u>People and Culture National Geographic</u></a></li> <li>● <a href="#"><u>World Geographic and 21st Century Applications</u></a></li> <li>● <a href="#"><u>Continents and Geography Skills</u></a></li> </ul>		

<p><b>Unit 6: Southwest Asia &amp; The Fertile Crescent</b></p>	<p>6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.B.1.b 6.2.8.C.4.a 6.2.8.B.1.b 6.2.8.D.4.a</p>	<ol style="list-style-type: none"> <li>1. How have natural resources made Southwestern nations key players in world affairs?</li> <li>2. How does oil continue to impact our lives today?</li> <li>3. What challenges might mountainous and arid regions of Southwest Asia cause for people in the region?</li> <li>4. How does religion affect the lives of people today? How have polytheistic religions and Judaism, Christianity and Islam shaped and developed in the Fertile Crescent over time?</li> <li>5. How can conflict in one region of Southwest Asia affect other regions within the region?</li> <li>6. How have migration patterns in Southwest Asia affected the people who live there?</li> </ol>	
<p><b>Suggested Resources</b></p> <p><i>Provide links to specific resources/ activities</i></p>	<ul style="list-style-type: none"> <li>● <a href="#"><u>School Database and 21st Century Archive for Geography</u></a></li> <li>● <a href="#"><u>Amistad Commission Geography Skills</u></a></li> <li>● <a href="#"><u>Actively Learn Reading: How the Hebrews Interacted with the Land of Milk and Honey</u></a></li> <li>● <a href="#"><u>Amistad Commission: The Arab Conquest of North Africa/ Islamic Scientific Revolution</u></a></li> <li>● <a href="#"><u>Document-Based Question Essay: The Syrian Civil War: What Is Fueling the Violence?</u></a></li> <li>● <a href="#"><u>People and Culture National Geographic</u></a></li> <li>● <a href="#"><u>World Geographic and 21st Century Applications</u></a></li> <li>● <a href="#"><u>Continents and Geography Skills</u></a></li> </ul>		

<p><b>Unit 7: South Asia</b></p>	<p>6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.B.1.b 6.2.8.C.4.a 6.2.8.B.1.b 6.2.8.D.4.a</p>	<ol style="list-style-type: none"> <li>1. How do Hinduism, Buddhism, and various polytheistic religions affect South Asian nations and its impact on the world?</li> <li>2. How have natural resources made Southwestern nations key players in world affairs?</li> <li>3. What challenges might mountainous and arid regions of Southwest Asia cause for people in the region?</li> <li>4. How do the weather patterns in South Asia affect the region's physical geography?</li> <li>5. How can conflict in one region of Southwest Asia affect other regions within the region?</li> <li>6. How have migration patterns in Southwest Asia affected the people who live there?</li> </ol>	
<p><b>Suggested Resources</b></p> <p><i>Provide links to specific resources/ activities</i></p>	<ul style="list-style-type: none"> <li>● <a href="#"><u>School Database and 21st Century Archive for Geography</u></a></li> <li>● <a href="#"><u>Amistad Commission Geography Skills</u></a></li> <li>● <a href="#"><u>Short-Story Analysis: <i>The Jungle Book</i> and British imperialism in India</u></a></li> <li>● <a href="#"><u>Document-Based Question Essay: What Is the Most Important Consequence of Climate Change?</u></a></li> <li>● <a href="#"><u>The Birth and Spread of Buddhism Short Reading and Analysis</u></a></li> <li>● <a href="#"><u>People and Culture National Geographic</u></a></li> <li>● <a href="#"><u>World Geographic and 21st Century Applications</u></a></li> <li>● <a href="#"><u>Continents and Geography Skills</u></a></li> </ul>		

<p><b>Unit 8: East Asia &amp; China, Japan, the Koreas</b></p>	<p>6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.B.1.b 6.2.8.C.4.a 6.2.8.B.1.b 6.2.8.D.4.a</p>	<ol style="list-style-type: none"> <li>1. How do Hinduism, Buddhism, and various polytheistic religions affect East Asian civilizations and nations?</li> <li>2. How have natural resources made East Asian nations key players in world affairs, especially in China and Japan?</li> <li>3. What challenges might mountainous and arid regions of East Asia cause for people in the region, especially Korea?</li> <li>4. How do the weather patterns in East Asia affect the region's physical geography?</li> <li>5. How did rapid population growth lead to societal issues that divided China in the 21st century?</li> <li>6. How have migration patterns in East Asia affected the people who live there?</li> </ol>	
<p><b>Suggested Resources</b></p> <p><i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> <li>● <a href="#"><u>School Database and 21st Century Archive for Geography</u></a></li> <li>● <a href="#"><u>Amistad Commission Geography Skills</u></a></li> <li>● <a href="#"><u>Actively Learn: Chinese Exclusion Act and American Immigration</u></a></li> <li>● <a href="#"><u>Document-Based Question Essay: China's One-Child Policy: Was It a Good Idea?</u></a></li> <li>● <a href="#"><u>The Birth and Spread of Buddhism Short Reading and Analysis</u></a> (Continue from last Unit)</li> <li>● <a href="#"><u>People and Culture</u></a> National Geographic</li> <li>● <a href="#"><u>World Geographic and 21st Century Applications</u></a></li> <li>● <a href="#"><u>Continents and Geography Skills</u></a></li> </ul>		

<p><b>Unit 8:</b> Australia and the Pacific</p>	<p>6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.B.1.b 6.2.8.C.4.a 6.2.8.B.1.b 6.2.8.D.4.a C.18A:35-4.35</p>	<ol style="list-style-type: none"> <li>1. How have natural resources made Australia a key player in world affairs?</li> <li>2. What challenges might mountainous and arid regions of Oceania cause for people in the region, especially Australia?</li> <li>3. How do the weather patterns in the Pacific affect the region's physical geography?</li> <li>4. How did rapid population growth lead to societal issues that divided Australia in the 21st century?</li> <li>5. How have migration patterns in East Asia affected the people who live there?</li> <li>6. What were some of the contributions of disabled and LGBTQ persons in history?</li> </ol>	
<p><b>Suggested Resources</b></p> <p><i>Provide links to specific resources/activities</i></p>	<ul style="list-style-type: none"> <li>● <a href="#"><u>School Database and 21st Century Archive for Geography</u></a></li> <li>● <a href="#"><u>Amistad Commission Geography Skills</u></a></li> <li>● <a href="#"><u>Changing Weather Patterns in the Pacific Short Reading and Analysis</u></a></li> <li>● <a href="#"><u>Document-Based Question Essay: Oceania and Australia Cultures</u></a></li> <li>● <a href="#"><u>People and Culture National Geographic</u></a></li> <li>● <a href="#"><u>World Geographic and 21st Century Applications</u></a></li> <li>● <a href="#"><u>Continents and Geography Skills</u></a></li> <li>● <a href="https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures"><u>https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures</u></a></li> <li>● <a href="https://www.history.com/news/pink-triangle-nazi-concentration-camps"><u>https://www.history.com/news/pink-triangle-nazi-concentration-camps</u></a></li> </ul>		

# Curricular Units

## Unit 1: Introduction To Geography Skills in the 21st Century

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.1.4.B.3</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• How do cartographers create maps?</li> <li>• How do internet tools make navigating maps easier?</li> <li>• How can determining latitude and longitude make navigating maps easier?</li> <li>• What historical industrial forces led to the development of time zones?</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations and close reading</li> <li>• Annotated Timelines</li> <li>• Individual/Group Presentations</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Family stereotypes activity</a></li> <li>• Observe world maps and utilize spatial analysis skills to locate specific areas and regions</li> <li>• Utilize math skills to determine latitude and longitude of specific areas</li> <li>• Practice with Google Earth and GPS systems to pinpoint map locations</li> <li>• Debate and close-read secondary sources pertaining to the development of time zones in the United States and abroad.</li> </ul>
<p>6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion and conquest.</p>	<ul style="list-style-type: none"> <li>• How are populations dispersed throughout the world?</li> <li>• What common natural resources affect people around the world?</li> <li>• What are the differences between renewable and non-renewable resources?</li> <li>• Where were major Asian, African, and European civilizations located in the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations and close reading</li> <li>• Annotated Timelines</li> <li>• Individual/Group Presentations</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Observe global videos of populations around the world utilizing natural resources</li> <li>• Debate and comprehend the lasting effects and quantity of natural resources and nonrenewable resources around the world</li> </ul>

	<ul style="list-style-type: none"> <li>How did major civilizations utilize geographic space to develop their societies?</li> </ul>		<ul style="list-style-type: none"> <li>Compare and contrast the rates of scarcity and abundance of resources around the world</li> <li>Outline the extent to which fossil fuels contribute to global warming and other environmental issues</li> </ul>
6.2.8.D.1.b  Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	<ul style="list-style-type: none"> <li>How did people use geography to develop written and non-verbal languages in their civilizations?</li> <li>How did language determine where and how people lived in the world?</li> </ul>	<ul style="list-style-type: none"> <li>Annotations and close reading</li> <li>Annotated Timelines</li> <li>Individual/Group Presentations</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the development of languages around the world.</li> <li>Debate and comprehend the extent to which languages transcend borders and national boundaries and how geography defines these boundaries.</li> </ul>

Unit 1 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Small-group Activities, Socratic seminars	SGO Tests, Quizzes, Tests and mini-project

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

<p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p>	<p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>c. Provide Assessments at a Higher Level of Thinking</p>
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Unit 1 Connections	
<p align="center"><b>NJSLS - Technology</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Technology Standards</a></p>	<p align="center"><b>Career Readiness Practices</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>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.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center"><b>21st Century Skills</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p align="center"><b>Interdisciplinary Connections</b></p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p>

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.

## Unit 2: Geography of North America (The United States & Canada)

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.2.8.C.4.a</p> <p>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).</p>	<ul style="list-style-type: none"> <li>How does geography impact the migration and emigration of diverse groups of people to the United States and Canada?</li> <li>To what extent are the economies of the United States and Mexico interconnected and dependent on each other?</li> <li>What are the advantages and disadvantages of globalization?</li> </ul>	<ul style="list-style-type: none"> <li>Annotations and close reading</li> <li>Annotated Timelines</li> <li>Individual/Group Presentations</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate primary and secondary sources regarding NAFTA, free trade, and the pros and cons of globalization and its effects on Mexico, Canada, and the United States</li> <li>Analyze maps and participate in small-group discussions regarding the effects of physical landforms in the United States on the lives of indigenous people and Americans.</li> </ul>
<p>6.2.8.B.1.a</p> <p>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 shaping of societies.</p>	<ul style="list-style-type: none"> <li>How do landforms and climate help or hinder transportation in the United States and Canada?</li> <li>How might climate affect and determine where people live and behave?</li> <li>How does geography impact the migration and emigration of people to the United States and Canada?</li> </ul>	<ul style="list-style-type: none"> <li>Annotations and close reading</li> <li>Annotated Timelines</li> <li>Individual/Group Presentations</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Review and evaluate climate charts and maps to determine effects on the migration of people in North America</li> <li>Debate in small-groups the causes of global warming and the effects on people living in North America</li> <li>Review the strategies people can develop to combat climate change and the harmful effects on people living in North America</li> </ul>
<p>6.1.4.B.3</p> <p>Explain how and when it is important to use digital geographic tools, political</p>	<ul style="list-style-type: none"> <li>How have cartographers produced maps over time?</li> <li>How did the development of maps affect historical choices?</li> </ul>	<ul style="list-style-type: none"> <li>Annotations and close reading</li> <li>Annotated Timelines</li> <li>Individual/Group Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between the different types of maps cartographers created over time and how these maps led to the discovery of North America for</li> </ul>

<p>maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p>	<ul style="list-style-type: none"> <li>● How did maps change over time to lead to the discovery of land in North America?</li> <li>● How do landforms and climate help or hinder transportation in U.S. and Canada?</li> </ul>	<ul style="list-style-type: none"> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<p>indigenous people, European, and African peoples</p> <ul style="list-style-type: none"> <li>● How did maps play a role in the Portuguese and Spanish colonization of the Americas?</li> </ul>
<p>6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion and conquest.</p>	<ul style="list-style-type: none"> <li>● How do landforms and climate help or hinder transportation in the United States and Canada?</li> <li>● How is the physical geography of the US and Canada similar and different? How do these differences affect historical outcomes?</li> <li>● How might climate affect and determine where people live and behave?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate in small group discussions the extent by which coal and other fossil fuels played a role in the development of early American industry</li> <li>● Determine the influence of indigenous Americans' application of natural resources and crops, including tobacco, sugar, rice, and indigo.</li> <li>● Debate in small groups the extent of climate change on the production and consumption of natural resources.</li> </ul>
<p>6.2.8.D.1.b</p> <p>Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	<ul style="list-style-type: none"> <li>● How did indigenous Americans and colonizers of North America utilize a diverse set of languages in their regions?</li> <li>● How did language development lead to cooperation and conflict between trading partners in North America?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze maps and charts to determine the role of physical geography in creating confined spaces that developed languages and culture in American societies</li> </ul>
<p>6.1.4.B.5</p> <p>Describe how human interaction impacts the environment in New Jersey and the United States.</p>	<ul style="list-style-type: none"> <li>● How did people in indigenous and colonial New Jersey utilize geography in North America to develop their civilization</li> <li>● How might climate affect and determine where people live and behave?</li> <li>● How did people in what became New Jersey interact with each other and conflict and</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how rivers and mountain ranges in New Jersey affected how indigenous groups like the Lenape lived and thrived in the years prior to European conquest.</li> <li>● Evaluate sources to determine the role of physical and political geography, and</li> </ul>

	<p>cooperate over land and resources in the region?</p> <ul style="list-style-type: none"> <li>How does geography impact the migration and emigration of people to the United States and Canada?</li> </ul>	<ul style="list-style-type: none"> <li>Map Skills and Analysis</li> </ul>	<p>the availability of resources, in the development of cities, towns, suburbs, and communities and the segregation of groups of people by religion, race, nationality, etc.</p>
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Unit 2 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Small-group Activities, Socratic seminars	DBQ Essay 5 Paragraph, Quizzes, Tests and mini-project

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions/Google translate</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul>

Unit 2 Connections	
NJSLS - Technology	Career Readiness Practices
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Refer to the <a href="#">NJ Technology Standards</a>	Refer to the <a href="#">NJ Career Readiness Practices</a>
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>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.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
21st Century Skills	Interdisciplinary Connections
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>
Refer to the <a href="#">21st Century Life and Skills</a>	Refer to the <a href="#">NJ Student Learning Standards</a>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	<p><b>Reading</b></p> <p>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.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text</p> <p>RI.8.9. Analyze and reflect on two or more texts that provide information.</p> <p><b>Writing</b></p>

<p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b></p> <p>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.</p> <p><b>Science and Technology</b></p> <p>Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including the United States and Canada.</p> <p><b>Mathematics</b></p> <p>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p>
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<h3>Unit 3: Middle and South America</h3>			
Content Standards	Critical Knowledge & Skills <i>("Unpacked" Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.2.8.C.4.a</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● How does geography impact the migration and emigration of diverse groups of people to Middle America?</li> <li>● To what extent are the economies of Brazil, Mexico, Venezuela, and the United States interconnected and dependent on each other?</li> <li>● What are the advantages and disadvantages of globalization?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate primary and secondary sources regarding the pros and cons of globalization and its effects on Mexico, the United States, Brazil, and Venezuela.</li> <li>● Analyze maps and participate in small-group discussions regarding the effects of physical landforms in the Middle America on the lives of</li> </ul>

			indigenous people and Middle/South Americans.
<p>6.2.8.B.1.a</p> <p>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 shaping of societies.</p>	<ul style="list-style-type: none"> <li>● How do landforms and climate help or hinder transportation in Mexico and South America?</li> <li>● What forces led to the migration of the Aztecs and other indigenous groups?</li> <li>● How do historical forces affect economies in Middle and South America that lead to emigration to the United States and Canada?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Review and evaluate climate charts and maps to determine effects on the migration of people to North America from Mexico and Middle America.</li> <li>● Debate in small-groups the causes of global warming and the effects on people living in North America</li> <li>● Review the strategies people can develop to combat climate change and the harmful effects on people living in North America</li> </ul>
<p>6.1.4.B.3</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● How have cartographers produced maps over time?</li> <li>● How did the development of maps affect historical choices?</li> <li>● How did maps change over time to lead to the discovery of land in Middle and South America?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between the different types of maps cartographers created over time and how these maps led to the discovery and conflict over land in Middle and South America</li> <li>● How did maps play a role in the Portuguese and Spanish colonization of the Americas?</li> </ul>
<p>6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion and conquest.</p>	<ul style="list-style-type: none"> <li>● How did the Aztecs and other indigenous people conflict and cooperate over the availability of natural resources in the region</li> <li>● How did these resources lead to the migration and settlement of European conquistadors? How did this ultimately lead to the destruction of indigenous nations in the region?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the influence of indigenous Americans' application of natural resources and crops, including tobacco, sugar, rice, and indigo.</li> <li>● Debate in small groups the extent of climate change on the production and consumption of natural resources.</li> </ul>

	<ul style="list-style-type: none"> <li>How did Brazil utilize skills from indigenous Americans to eventually develop into a global power?</li> </ul>		<ul style="list-style-type: none"> <li>Analyze maps relating to the movement and settlement of Aztec and other indigenous people in the region.</li> </ul>
6.2.8.D.1.b  Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	<ul style="list-style-type: none"> <li>How did indigenous Americans, Africans, and colonizers of Middle America utilize a diverse set of languages in their regions?</li> <li>How did language development lead to cooperation and conflict between trading partners in Middle America?</li> </ul>	<ul style="list-style-type: none"> <li>Annotations and close reading</li> <li>Annotated Timelines</li> <li>Individual/Group Presentations</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Analyze maps and charts to determine the role of physical geography in creating confined spaces that developed languages and culture in American societies</li> <li>Evaluate the relationships that developed and severed between diverse people in the Americas</li> </ul>

Unit 3 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Small-group Activities, Socratic seminars	DBQ Essay 5 Paragraphs, Quizzes, Tests and mini-project

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

<p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p>	<p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	
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Unit 3 Connections	
<p align="center"><b>NJSLS - Technology</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Technology Standards</a></p>	<p align="center"><b>Career Readiness Practices</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>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.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center"><b>21st Century Skills</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p align="center"><b>Interdisciplinary Connections</b></p> <p align="center"><i>When possible, provide links to specific ELA/Math/ Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Student Learning Standards</a></p>

<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Reading</b></p> <p>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.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text</p> <p>RI.8.9. Analyze and reflect on two or more texts that provide information.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b></p> <p>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.</p> <p><b>Science and Technology</b></p> <p>Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including Mexico, Venezuela, and Brazil</p> <p><b>Mathematics</b></p> <p>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p>
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<b>Unit 4: Europe</b>			
<b>Content Standards</b>	<b>Critical Knowledge &amp; Skills</b>  (“Unpacked” Standards)	<b>Content-Specific Practices</b>	<b>Standard Mastery Examples</b>  <i>(The Student will be able to:)</i>

<p>6.2.8.C.4.a</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● How does geography impact the migration and emigration of diverse groups of people to and from Europe?</li> <li>● To what extent are the economies of the European Union and the United States interconnected and dependent on each other?</li> <li>● What are the advantages and disadvantages of globalization and how do they affect people in the UK and Germany?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate primary and secondary sources regarding the pros and cons of globalization and its effects on the UK, Germany, and the United States, especially in automobile production.</li> <li>● 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.</li> </ul>
<p>6.2.8.B.1.a</p> <p>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 shaping of societies.</p>	<ul style="list-style-type: none"> <li>● How do landforms and climate help or hinder transportation in Europe?</li> <li>● How do historical forces affect economies in the UK and Scandinavia?</li> <li>● How did climate affect the movement of people in ancient civilizations throughout the regions of Greece and Rome?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Review and evaluate climate charts and maps to determine effects on the migration of people around Europe from Asia and North Africa.</li> <li>● Review the strategies people can develop to combat climate change and the harmful effects on people living in Europe.</li> <li>● Analyze maps and evaluate the impact of hurricanes and droughts in the region.</li> </ul>
<p>6.1.4.B.3</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● How have cartographers produced maps over time?</li> <li>● How did the development of maps affect historical choices?</li> <li>● How did mapmakers during the Renaissance lead to conquest of the Americas in the 15th century?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between the different types of maps cartographers created over time and how these maps led to the discovery and conflict over land in the Americas</li> <li>● Evaluate maps and how they play a role in the British and Portuguese conquest of the Americas and Asia.</li> </ul>

	<ul style="list-style-type: none"> <li>● How did the Islamic Revolution in Spain transform technology in Europe to the present day?</li> </ul>		
<p>6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion and conquest.</p>	<ul style="list-style-type: none"> <li>● How did indigenous people conflict and cooperate over the availability of natural resources in the region?</li> <li>● How did these resources lead to the migration and settlement of Roman and Greek settlers during the rise of their ancient civilizations?</li> <li>● How do the UK and Italy adapt to seasonal weather patterns, especially to Monsoons and tropical cyclones?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the application of natural resources and crops, especially for the Vikings, the Celts, the Romans, and the Greeks.</li> <li>● Analyze maps relating to the movement and settlement of the European people.</li> <li>● Evaluate the extent by which the temperate climates and physical landforms and other geographic features affected the lives of people in Europe.</li> </ul>
<p>6.2.8.D.1.b</p> <p>Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	<ul style="list-style-type: none"> <li>● How did monotheistic and polythesitic societies utilize a diverse set of languages in their regions?</li> <li>● How do Christianity, Islam, and various polytheistic religions affect the development of European nations and its impact on the world?</li> <li>● How did Islam and Christianity play a role in the division between Spanish and Portuguese settlers in the Middle Ages?</li> <li>● How did Indo-European languages develop and change and affect the growth of nations in the European continent?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze maps and charts to determine the role of physical geography in creating confined spaces that developed languages and culture in Europe.</li> <li>● Debate the philosophical and moral foundations of Christianity, including Protestantism and Catholicism.</li> <li>● Evaluate the relationships that developed and severed between polytheistic and monotheistic religions, including Islam and Christianity, in places like Germany and Spanish during and after the Middle Ages.</li> </ul>



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

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions/Google translate</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul>

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

<p>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.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>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.</p> <p>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.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Reading</b></p> <p>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.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text</p> <p>RI.8.9. Analyze and reflect on two or more texts that provide information.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b></p> <p>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.</p>

	<p><b>Science and Technology</b> Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including Russia and Italy?</p> <p><b>Mathematics</b> 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.</p>
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<b>Unit 5: Africa</b>			
Content Standards	Critical Knowledge & Skills <i>("Unpacked" Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.2.8.C.4.a</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● How does geography impact the migration and emigration of diverse groups of people to North and Central Africa, including the Berbers, Arabs, and Mansa Musa?</li> <li>● To what extent are the economies of Nigeria, the Ivory Coast, and the United States interconnected and dependent on each other?</li> <li>● What are the advantages and disadvantages of globalization?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate primary and secondary sources regarding the pros and cons of globalization and its effects on Nigeria, Ivory Coast, and the U.S.</li> <li>● Analyze maps and participate in small-group discussions regarding the effects of physical landforms in the Sahara and Central/South Africa, and how this impacted the American Slave Trade.</li> </ul>

<p>6.2.8.B.1.a</p> <p>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 shaping of societies.</p>	<ul style="list-style-type: none"> <li>● How do landforms and climate help or hinder transportation in the Saharan Desert and South Africa?</li> <li>● How do historical forces affect economies in Middle and South America that lead to migration to Europe and the Atlantic Slave Trade?</li> <li>● How did climate affect the movement of the Berbers and Mansa Musa's caravan in N. Africa?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Review and evaluate climate charts and maps to determine effects on the migration of people to Europe from Africa</li> <li>● Review the strategies people can develop to combat climate change and the harmful effects on people living in Africa</li> <li>● Analyze maps and evaluate the importance of geography in the role during the Atlantic Slave Trade.</li> </ul>
<p>6.1.4.B.3</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● How have cartographers produced maps over time?</li> <li>● How did the development of maps affect historical choices?</li> <li>● How did maps change over time to lead to the discovery of land in Middle and South America?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between the different types of maps cartographers created over time and how these maps led to the discovery and conflict over land in Africa.</li> <li>● How did maps play a role in the Portuguese and Spanish colonization of the west Africa?</li> </ul>
<p>6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion and conquest.</p>	<ul style="list-style-type: none"> <li>● How did indigenous people conflict and cooperate over the availability of natural resources in the region?</li> <li>● How did these resources lead to the migration and settlement of European colonizers? How did this ultimately lead to the destruction of indigenous nations in the region?</li> <li>● How did Nigeria and the Ivory Coast utilize their natural resources such as oil and chocolate?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the influence of indigenous Americans' application of natural resources and crops.</li> <li>● Analyze maps relating to the movement and settlement of the Berbers and Arab settlers</li> <li>● Evaluate the extent by which the desert and other geographic features affected the lives of north African settlers.</li> </ul>

			<ul style="list-style-type: none"> <li>Analyze DBQ sources to determine the role of chocolate and oil in African economies.</li> </ul>
<p>6.2.8.D.1.b</p> <p>Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	<ul style="list-style-type: none"> <li>How did Africans, Southwest Asians, and indigenous Africans utilize a diverse set of languages in their regions?</li> <li>How did language development lead to cooperation and conflict between trading partners in Africa and Europe?</li> </ul>	<ul style="list-style-type: none"> <li>Annotations and close reading</li> <li>Annotated Timelines</li> <li>Individual/Group Presentations</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Analyze maps and charts to determine 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</li> <li>Evaluate the relationships that developed and severed between polytheistic and monotheistic societies, including Islam and Christianity.</li> </ul>

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

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>

<ul style="list-style-type: none"> <li>a. Read written instructions/Google translate</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul>
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Unit 5 Connections	
<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Technology Standards</a></p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<ul style="list-style-type: none"> <li>8.1.2.A.6 Identify the structure and components of a database.</li> <li>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.</li> <li>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</li> <li>8.1.8.D.4 Assess the credibility and accuracy of digital content.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP2. Apply appropriate academic and technical skills.</li> <li>CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>CRP7. Employ valid and reliable research strategies.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>

<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Reading</b></p> <p>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.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text</p> <p>RI.8.9. Analyze and reflect on two or more texts that provide information.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b></p> <p>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.</p> <p><b>Science and Technology</b></p> <p>Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including North Africa and Cote d'Ivoire</p> <p><b>Mathematics</b></p> <p>Evaluate maps and use mathematics skills to determine distances across North Africa</p>

## Unit 6: Southwest Asia/The Fertile Crescent

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.2.8.C.4.a</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● How does geography impact the migration and emigration of diverse groups of people to the Middle East?</li> <li>● To what extent are the economies of Iraq, Saudi Arabia, and the United States interconnected and dependent on each other?</li> <li>● What are the advantages and disadvantages of globalization and how do they affect people in the Middle East?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate primary and secondary sources regarding the pros and cons of globalization and its effects on Saudi Arabia and Iraq.</li> <li>● Analyze maps and participate in small-group discussions regarding the effects of physical landforms in the Middle East and the development of civilizations for the Israelites, the Mesopotamians, the Persians, and the Caananites.</li> </ul>
<p>6.2.8.B.1.a</p> <p>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 shaping of societies.</p>	<ul style="list-style-type: none"> <li>● How do landforms and climate help or hinder transportation in the Middle East?</li> <li>● How do historical forces affect economies in Iraq, Iran, the Levant, and Saudi Arabia?</li> <li>● How did climate affect the movement of the Persians, Caanities, the Israelities, and the Mesopotamians?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Review and evaluate climate charts and maps to determine effects on the migration of people around the Middle East.</li> <li>● Review the strategies people can develop to combat climate change and the harmful effects on people living in Saudi Arabia.</li> <li>● Analyze maps and evaluate the importance of geography in the region.</li> </ul>
<p>6.1.4.B.3</p>	<ul style="list-style-type: none"> <li>● How have cartographers produced maps over time?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between the different types of maps cartographers created over time and how these maps led to</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>● How did the development of maps affect historical choices?</li> <li>● How did maps change over time to lead to the discovery of land in Southwest Asia?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<p>the discovery and conflict over land in the Middle East, especially in Israel and Palestine.</p> <ul style="list-style-type: none"> <li>● How did maps play a role in the Persian conquest of the Middle East and during the Crusades?</li> </ul>
<p>6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion and conquest.</p>	<ul style="list-style-type: none"> <li>● How did indigenous people conflict and cooperate over the availability of natural resources in the region?</li> <li>● How did these resources lead to the migration and settlement of Asian settlers? How did this ultimately lead to the destruction of indigenous nations in the region?</li> <li>● How do Saudi Arabia and Yemen utilize their natural resources such as oil and chocolate?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the influence of indigenous Americans' application of natural resources and crops.</li> <li>● Analyze maps relating to the movement and settlement of the Middle Eastern peoples.</li> <li>● Evaluate the extent by which the desert and other geographic features affected the lives of people in the Middle East.</li> </ul>
<p>6.2.8.D.1.b</p> <p>Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	<ul style="list-style-type: none"> <li>● How did monotheistic and polythesitic societies utilize a diverse set of languages in their regions?</li> <li>● How did language development lead to cooperation and conflict between trading partners in the Middle East?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze maps and charts to determine the role of physical geography in creating confined spaces that developed languages and culture in Middle Eastern societies, including Israel, Palestine, Mesopotamia, and Persia.</li> <li>● Evaluate the relationships that developed and severed between polytheistic and monotheistic societies, including Islam and Christianity in Israel and Palestine.</li> </ul>

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

Unit 6 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b>	<b>Special Education / 504</b>	<b>Gifted and Talented</b>
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions/Google translate</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul>

Unit 6 Connections	
<b>NJSLS - Technology</b>	<b>Career Readiness Practices</b>
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Refer to the <a href="#">NJ Technology Standards</a>	Refer to the <a href="#">NJ Career Readiness Practices</a>

<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>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.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p>	<p><b>Reading</b></p> <p>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.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text</p> <p>RI.8.9. Analyze and reflect on two or more texts that provide information.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b></p>

<p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>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.</p> <p><b>Science and Technology</b> Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including Saudi Arabia, Israel, Palestine, and Syria.</p> <p><b>Mathematics</b> Evaluate maps and use mathematics skills to determine distances across the Middle East. Evaluate Charts to determine the consumption of natural resources, especially oil.</p>
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## Unit 7: South Asia/India

<p style="text-align: center;"><b>Content Standards</b></p>	<p style="text-align: center;"><b>Critical Knowledge &amp; Skills</b> <i>(“Unpacked” Standards)</i></p>	<p style="text-align: center;"><b>Content-Specific Practices</b></p>	<p style="text-align: center;"><b>Standard Mastery Examples</b> <i>(The Student will be able to:)</i></p>
<p>6.2.8.C.4.a</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● How does geography impact the migration and emigration of diverse groups of people to India?</li> <li>● To what extent are the economies of India, Pakistan, and the United States interconnected and dependent on each other?</li> <li>● What are the advantages and disadvantages of globalization and how do they affect people in India?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate primary and secondary sources regarding the pros and cons of globalization and its effects on India and Pakistan.</li> <li>● 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.</li> </ul>
<p>6.2.8.B.1.a</p> <p>Explain the various migratory patterns of hunters/gatherers that moved from</p>	<ul style="list-style-type: none"> <li>● How do landforms and climate help or hinder transportation in India and Pakistan?</li> <li>● How do historical forces affect economies in India and Pakistan?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> </ul>	<ul style="list-style-type: none"> <li>● Review and evaluate climate charts and maps to determine effects on the migration of people around South Asia</li> </ul>

<p>Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p>	<ul style="list-style-type: none"> <li>● How did climate affect the movement of people in ancient civilizations throughout the regions of India and Pakistan?</li> </ul>	<ul style="list-style-type: none"> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Review the strategies people can develop to combat climate change and the harmful effects on people living in India.</li> <li>● Analyze maps and evaluate the impact of monsoons and cyclones.</li> </ul>
<p>6.1.4.B.3</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● How have cartographers produced maps over time?</li> <li>● How did the development of maps affect historical choices?</li> <li>● How did maps change over time to lead to the discovery of land in India? How did Columbus and other Portuguese and Spanish explorers transform maps to discover the Indies?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between the different types of maps cartographers created over time and how these maps led to the discovery and conflict over land in South Asia.</li> <li>● Evaluate maps and how they play a role in the British and Portuguese conquest of India.</li> </ul>
<p>6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion and conquest.</p>	<ul style="list-style-type: none"> <li>● How did indigenous people conflict and cooperate over the availability of natural resources in the region?</li> <li>● How did these resources lead to the migration and settlement of Asian settlers, especially the Portuguese and the British in the 1700s?</li> <li>● How do India and Pakistan adapt to seasonal weather patterns, especially to Monsoons and tropical cyclones?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the influence of indigenous Americans' application of natural resources and crops, especially those sought by European conquerors like Columbus.</li> <li>● Analyze maps relating to the movement and settlement of the Indian people.</li> <li>● Evaluate the extent by which the tropical landforms and other geographic features affected the lives of people in India and Pakistan.</li> </ul>
<p>6.2.8.D.1.b</p> <p>Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	<ul style="list-style-type: none"> <li>● How did monotheistic and polytheistic societies utilize a diverse set of languages in their regions?</li> <li>● How do Hinduism, Buddhism, and various polytheistic religions affect South Asian nations and its impact on the world?</li> <li>● How did Islam and Hinduism play a role in the division between Indian and Pakistani people?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze maps and charts to determine the role of physical geography in creating confined spaces that developed languages and culture in India</li> <li>● Debate the philosophical and moral foundations of Buddhism and Siddhartha Budha.</li> <li>● Evaluate the relationships that developed and severed between polytheistic and monotheistic</li> </ul>

	<ul style="list-style-type: none"> <li>How did language development lead to cooperation and conflict between trading partners in India?</li> </ul>		religions, including Islam, Buddhism, and Hinduism
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Unit 7 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Small-group Activities, Socratic seminars	DBQ Essay 5 Paragraphs, Quizzes, Tests and mini-project

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

**Unit 7 Connections**

<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Technology Standards</a></p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>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.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	<p><b>Reading</b></p> <p>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.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text</p> <p>RI.8.9. Analyze and reflect on two or more texts that provide information.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

<p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b> 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.</p> <p><b>Science and Technology</b> Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including India and Pakistan.</p> <p><b>Mathematics</b> Evaluate maps and use mathematics skills to determine distances across South Asia. Evaluate Charts to determine the consumption of natural resources in India and Pakistan, especially oil and other fossil fuels known in the region.</p>
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## Unit 8: East Asia/China, Japan, the Koreas

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.2.8.C.4.a</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● How does geography impact the migration and emigration of diverse groups of people to China and Japan?</li> <li>● To what extent are the economies of China and the United States interconnected and dependent on each other?</li> <li>● What are the advantages and disadvantages of globalization and how do they affect people in China?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate primary and secondary sources regarding the pros and cons of globalization and the rise of the “Four Tigers.”</li> <li>● Analyze maps and participate in small-group discussions regarding the effects of physical landforms in East Asia and the development of ancient civilizations in China and Japan.</li> </ul>

<p>6.2.8.B.1.a</p> <p>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 shaping of societies.</p>	<ul style="list-style-type: none"> <li>● How do landforms and climate help or hinder transportation in China and Japan?</li> <li>● How do historical forces affect economies in China and Japan?</li> <li>● How did climate affect the movement of people in ancient civilizations throughout the regions of China and Korea?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Review and evaluate climate charts and maps to determine effects on the migration of people around East Asia</li> <li>● Review the strategies people can develop to combat climate change and the harmful effects on people living in China.</li> <li>● Analyze maps and evaluate the impact of monsoons and cyclones.</li> </ul>
<p>6.1.4.B.3</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● How have cartographers produced maps over time?</li> <li>● How did the development of maps affect historical choices?</li> <li>● How did maps change over time to lead to the discovery of land in Japan? How did Columbus and other Portuguese and Spanish explorers transform maps to discover the Indies?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between the different types of maps cartographers created over time and how these maps led to the discovery and conflict over land in East Asia.</li> <li>● Evaluate maps and how they play a role in the seclusion of China and Japan from Western influence.</li> </ul>
<p>6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion and conquest.</p>	<ul style="list-style-type: none"> <li>● How did indigenous people conflict and cooperate over the availability of natural resources in the region?</li> <li>● How did these resources lead to the migration and settlement of Asian settlers, especially the Portuguese and the British in the 1700s?</li> <li>● How do Japan and Korea adapt to seasonal weather patterns, especially to Monsoons and tropical cyclones?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the influence of indigenous Americans' application of natural resources and crops.</li> <li>● Analyze maps relating to the movement and settlement of the Chinese people along the Huang He and Yangtze Rivers.</li> <li>● Evaluate the extent by which the tropical landforms and other geographic features affected the lives of people in China and Japan.</li> </ul>
<p>6.2.8.D.1.b</p> <p>Describe how the development of both written and unwritten languages impacted human understanding,</p>	<ul style="list-style-type: none"> <li>● How did monotheistic and polytheistic societies utilize a diverse set of languages in their regions?</li> <li>● How do Hinduism, Buddhism, and various polytheistic religions affect East Asian nations and its impact on the world?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze maps and charts to determine the role of physical geography in creating confined spaces that developed languages and culture in China and Japan.</li> <li>● Debate the philosophical and moral foundations of Buddhism and Siddhartha Budha.</li> </ul>

development of culture, and social structure.	<ul style="list-style-type: none"> <li>• How did Islam and Christianity play a role in the division between Chinese people?</li> <li>• How did language development lead to cooperation and conflict between trading partners in China and Japan?</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluate the relationships that developed and severed between polytheistic and monotheistic religions, including Islam, Buddhism, and Hinduism</li> </ul>
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Unit 8 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Small-group Activities, Socratic seminars	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> DBQ Essay 5 Paragraphs, Quizzes, Tests and mini-project

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

**Unit 8 Connections**

<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Technology Standards</a></p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>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.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	<p><b>Reading</b></p> <p>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.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text</p> <p>RI.8.9. Analyze and reflect on two or more texts that provide information.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

<p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b> 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.</p> <p><b>Science and Technology</b> Identify the trends and patterns of global temperatures and changing climate behaviors in a given location, including China and Japan.</p> <p><b>Mathematics</b> Evaluate maps and use mathematics skills to determine distances across East Asia. Evaluate Charts to determine the consumption of natural resources in China and Japan.</p>
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## Unit 9: Oceania and the Pacific

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.2.8.C.4.a</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● How does geography impact the migration and emigration of diverse groups of people to Australia?</li> <li>● To what extent are the economies of Australia and the United States interconnected and dependent on each other?</li> <li>● What are the advantages and disadvantages of globalization and how do they affect people in Australia?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate primary and secondary sources regarding the pros and cons of globalization and its effects on Australia.</li> <li>● Analyze maps and participate in small-group discussions regarding the effects of physical landforms in Australia and its effects on aboriginal people in Australia.</li> </ul>

<p>6.2.8.B.1.a</p> <p>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 shaping of societies.</p>	<ul style="list-style-type: none"> <li>● How do landforms and climate help or hinder transportation in Australia?</li> <li>● How do historical forces affect economies in the Pacific, especially during World War II?</li> <li>● How did climate affect the movement of people in ancient civilizations throughout the regions of Australia and Indonesia?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Review and evaluate climate charts and maps to determine effects on the migration of people around the Pacific region.</li> <li>● Review the strategies people can develop to combat climate change and the harmful effects on people living in Australia.</li> <li>● Analyze maps and evaluate the impact of desert conditions on people living in Australia.</li> </ul>
<p>6.1.4.B.3</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● How have cartographers produced maps over time?</li> <li>● How did the development of maps affect historical choices?</li> <li>● 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?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between the different types of maps cartographers created over time and how these maps led to the discovery and conflict over land in the Pacific.</li> <li>● Evaluate maps and how they play a role in the conquest of Australia.</li> </ul>
<p>6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion and conquest.</p>	<ul style="list-style-type: none"> <li>● How did indigenous people conflict and cooperate over the availability of natural resources in the region?</li> <li>● How did these resources lead to the migration and settlement of European settlers, especially the British and Americans in the 1900s?</li> <li>● How does Australia adapt to seasonal weather patterns?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the influence of indigenous Americans' application of natural resources and crops, especially those sought by American colonizers in the 1900s.</li> <li>● Analyze maps relating to the movement and settlement of the Australian people.</li> <li>● Evaluate the extent by which the tropical landforms and other geographic features affected the lives of people in Australia.</li> </ul>
<p>6.2.8.D.1.b</p> <p>Describe how the development of both written and unwritten languages</p>	<ul style="list-style-type: none"> <li>● How did monotheistic and polythesitic societies utilize a diverse set of languages in their regions?</li> <li>● How did language development lead to cooperation and conflict between trading partners in Australia?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading</li> <li>● Annotated Timelines</li> <li>● Individual/Group Presentations</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze maps and charts to determine the role of physical geography in creating confined spaces that developed languages and culture in Australia.</li> </ul>

<p>impacted human understanding, development of culture, and social structure.</p>		<ul style="list-style-type: none"> <li>• Map Skills and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Debate the importance of Islam, Christianity and other monotheistic religions in the region, especially in Indonesia.</li> </ul>
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Unit 9 Assessment Plan	
Formative Assessment	Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Small-group Activities, Socratic seminars</p>	<p>DBQ Essay 5 Paragraphs, Quizzes, Tests and mini-project</p>

Unit 9 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Read written instructions/Google translate</li> <li>Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>Model and provide examples</li> <li>Extended time on assessments when needed.</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> </ol>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>Extended time on assessments when needed.</li> <li>Preferred seating to be determined by student and teacher.</li> <li>Provide modified assessments when necessary.</li> </ol>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Use of Higher Level Questioning Techniques</li> <li>Extension/Challenge Questions</li> <li>Provide Assessments at a Higher Level of Thinking</li> </ol>

<p>Unit 9 Connections</p>
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<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Technology Standards</a></p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>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.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	<p><b>Reading</b></p> <p>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.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text</p> <p>RI.8.9. Analyze and reflect on two or more texts that provide information.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

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.

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.

**Mathematics**

Evaluate maps and use mathematics skills to determine distances across Oceania.

Evaluate Charts to determine the consumption of natural resources in Indonesia and Australia.