

Hazlet Township Public Schools



COURSE OF STUDY FOR

A.P. Human Geography

July, 2022

Written by: Melissa Gardner

Pacing Guide			
Week	Marking Period 1	Week	Marking Period 1
1	Unit #1: Geography: Its Nature and Perspectives	6	Unit #2: Population and Migration
2	Unit #1: Geography: Its Nature and Perspectives	7	Unit #2: Population and Migration
3	Unit #1: Geography: Its Nature and Perspectives	8	Unit #2: Population and Migration
4	Unit #1: Geography: Its Nature and Perspectives	9	Unit #2: Population and Migration
5	Unit #2: Population and Migration	10	Unit #3: Cultural Patterns and Processes
Week	Marking Period 2	Week	Marking Period 2
11	Unit #3: Cultural Patterns and Processes	16	Unit #4: Political Organization of Space
12	Unit #3: Cultural Patterns and Processes	17	Unit #4: Political Organization of Space
13	Unit #3: Cultural Patterns and Processes	18	Unit #4: Political Organization of Space
14	Unit #3: Cultural Patterns and Processes	19	Unit #4: Political Organization of Space
15	Unit #3: Cultural Patterns and Processes		
Week	Marking Period 3	Week	Marking Period 3
20	Unit #5: Agriculture, Food Production, and Rural Land Use	25	Unit #6: Industrialization and Economic Development
21	Unit #5: Agriculture, Food Production, and Rural Land Use	26	Unit #6: Industrialization and Economic Development
22	Unit #5: Agriculture, Food Production, and Rural Land Use	27	Unit #6: Industrialization and Economic Development
23	Unit #5: Agriculture, Food Production, and Rural Land Use	28	Unit #6: Industrialization and Economic Development
24	Unit #6: Industrialization and Economic Development		

Week	Marking Period 4		Marking Period 4
29	Unit #7: Cities and Urban Land Use	33	Unit #7: Cities and Urban Land Use
30	Unit #7: Cities and Urban Land Use	34	Unit #8: A.P. Exam Review
31	Unit #7: Cities and Urban Land Use	35	Unit #8: A.P. Exam Review
32	Unit #7: Cities and Urban Land Use	36	Unit #8: A.P. Exam Review

New Jersey Administrative Code Summary and Statutes

Curriculum Development: Integration of 21st Century Themes and Skills and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.35

<https://www.nj.gov/education/standards/socst/docs/DiversityInclusionLaw.PDF>

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's

implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Core Instructional & Supplemental Materials including various levels of Texts

- Malinowski, Jon and David Kaplan. Human Geography AP Edition. McGraw-Hill Education, 2013.
- Rubenstein, James. The Cultural Landscape An Introduction to Human Geography AP Edition. Pearson, 2014. (Supplemental)
- Kuby, Michael. Human Geography in Action: Wiley AP Edition. Wiley, 2013. (Supplemental)
- Penn State “Geospatial Revolution” Website and Episodes
- “The Power of Place” Episodes
- National Geographic Website: <https://www.nationalgeographic.com/>
- AP Central Human Geography Website:
<https://apcentral.collegeboard.org/courses/ap-human-geography/course>
- Population Reference Bureau Website: <https://www.prb.org/>
- Gapminder Website: <https://www.gapminder.org/>
- United Nations Website: <https://www.un.org/en/>

Time Frame	Weeks 1-4
Topic	
Geography: Its Nature and Perspectives	
Alignment to Standards	
<u>NJSLS 2020 Content Standards</u> 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society. 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.	

- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights.
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Learning Activities & Key Concepts and Skills

Essential Questions:

1. How do geographers view and interpret their surroundings?
2. How does spatial thinking influence society and our daily lives?
3. Why is spatial thinking a critical life skill?
4. How do the major concepts and skills in human geography relate to spatial thinking?
5. Where does geospatial information come from?
6. How do geographers and other organizations use geospatial technologies to solve real-world problems?
7. How do geographers and other organizations gather geographical information?
8. Why is it important to define major regions on a local, national, and global level, and what useful information can this provide us?
9. How do humans impact the natural environment and how does the natural environment affect humans?
10. How has the process of globalization affected humans, institutions, and nations?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW, UNDERSTAND, and BE ABLE TO:

1. Explain the spatial concepts used by geographers like location, space, place, pattern, region, globalization, and gender issues.
2. Devise complex and pertinent geographical questions.
3. Utilize key geographical skills like scale, pattern recognition, symbolization, and impact to create and analyze maps.
4. Evaluate the use of different types of map projections by comparing the advantages and disadvantages of each.

5. Apply knowledge of geospatial technologies such as GIS and GPS to solve problems.
6. Distinguish between types of geographic data and evaluate the uses of each type.
7. Identify and describe important local, national, and global regions.
8. Compare and contrast the concepts of environmental determinism and possibilism.
9. Identify and evaluate the effects of globalization.

Suggested Learning Activities:

1. Gindele A.P. Human Geography Pretest
2. Malinowski, Chapter 1-2: "Major Geographic Concepts"
3. Rubenstein, Chapter 1: "Thinking Geographically" (Supplemental)
4. Kuby, Chapter 1: "True Maps, False Impressions" (Supplemental)
5. Key concepts and vocabulary organizers
6. "Geography is Key" video clip, Penn State "Geospatial Revolution" Episode #1, "The Power of Place" Episodes
7. Mini field study: Around school campus using geospatial terms
8. Map analysis activities- web-based and physical
9. Case studies/supplemental articles
10. Intro to FRQ writing activities- Vacation FRQ
11. Gender and Geography: "Mapping Gendered Spaces"
12. "Thinking in Space" Article, Graphic Organizer, and Discussion Questions
13. Four levels of Analysis (Various maps)
14. Geography is Everywhere activity
15. Pandemics and A.P. Human Geography concepts exercise
16. Structure of Place analysis

Assessments**Formative:**

- A.P. Human Geography Pretest
- World map assessment on countries, cities, and important landmarks
- World regions assessment
- Field study
- Geospatial technologies discussion responses
- Reading/vocabulary quizzes
- Article and case study responses
- Map analysis questions

Summative:

- FRQs (2)
- Unit exam

Alternative:

- Field Study

Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

CCSS.ELA-LITERACY.RST.9-10.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes and the efficacy of the government's environmental protection agencies and laws.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Career Readiness, Life Literacies, and Key Skills

- Biological behavioral biases, psychology and unconscious beliefs affect financial decision making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
- There are different ways you can influence government policy to improve your financial situation.
- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Computer Science & Design Thinking

- Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.
- Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
- Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Time Frame	Weeks 5-9
Topic	
Population and Migration	
Alignment to Standards	
6.2.12.EconGI.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. 6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.	

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Essential Questions:

1. Why do population concentrations change over time and space? How is this phenomena illustrated by the demographic transition model?
2. How do the changes in population due to natural phenomena compare to changes due to migration patterns?
3. How do the demographic characteristics of different world regions compare to each other?
4. Why do certain people live where they do?
5. How do methods of calculating population density compare to one another?
6. How do the principles of Malthusian Theory and the Epidemiological Transition Model apply to current events?
7. How does the level of economic development of a nation affect its population characteristics?
8. Why do people migrate from one place to another?
9. What are the socioeconomic, cultural, political, and environmental impacts of migration?
10. How do the immigration policies of different countries and regions compare to each other?

Essential Knowledge, Skills & Enduring Understandings:**STUDENTS WILL Know, Understand, and Be Able to:**

1. Utilize maps and graphs to describe major population concentrations and patterns of growth. Analyze demographics using arithmetic, agricultural, and physiological densities.
2. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
3. Explain why certain populations are experiencing slowed growth using the demographic transition model. Apply knowledge of the DTM to analyze historical trends of population change.
4. Compare/contrast the characteristic shapes of population pyramids. Interpret population pyramids representative of major countries.
5. Explain how pronatalist and antinatalist policies can affect population growth and evaluate their effectiveness.
6. Analyze the potential impact of natural hazards on population concentrations using maps and population distribution data.
7. Distinguish between the types of push and pull factors that determine migration patterns. Use these to make predictions and explain migration patterns in the U.S.
8. Identify major voluntary and involuntary migrations both in contemporary and historical times.
9. Analyze the effectiveness of immigration policies using case studies.

Suggested Learning Activities:

1. Malinowski, Chapter 3-5: "Population", "Geography of Health and Disease", "Migration"
2. Rubenstein, Chapter 2-3: "Population" and "Migration" (Supplemental)
3. Kuby, Chapter 7: "The Hidden Momentum of Population Growth", Chapter 4 "Newton's First Law of Migration" (Supplemental)
4. Graphic organizer and analysis activity of global demographic information
5. Population reference bureau online activity and questions

6. “The Population Bomb” and “Population Paradox” Introduction questions and discussion
7. Gender and Geography: “Measuring Fertility: Demographic Indicators and Economic Development in China
8. “The Power of Place” video clips- Mexico, Ivory Coast
9. Demographic Transition Model activities
10. Population Pyramid shape comparison activity
11. “Modernization vs. Dependency Theory” article, discussion, and FRQ
12. Immigration discussion
13. Refugee case studies
14. Gapminder online activity
15. “30 Days” view and discuss a border patrolman living with an immigrant family
16. Web-based map activity on global and domestic migration flows
17. Case studies: Mass migrations, Ebola and global health crises
18. Pandemic studies using Covid and H1N1 resources
19. Analysis and summary of relevant articles on population and migration
20. “7 Billion” National Geographic activities
21. Written response to montage of pronatalist and antinatalist commercials and articles
22. Web-based map activity on natural hazards and their impact on humans
23. Population and migration research project

Assessments

Formative:

1. Demographic data analysis activity responses
2. Written responses to “Gender and Geography” activity
3. Reading/vocabulary quizzes
4. Article and case study responses
5. DTM and Population Pyramid small group responses
6. Immigration discussion preparation and participation
7. Written responses to web activities and commercial montage

Summative:

1. FRQs (3)
2. Unit exam

Alternative:

1. Population and migration research paper and presentation

Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).

CCSS.ELA-LITERACY.RST.9-10.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes and the efficacy of the government's environmental protection agencies and laws.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Career Readiness, Life Literacies, and Key Skills

- Biological behavioral biases, psychology and unconscious beliefs affect financial decision making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
- There are different ways you can influence government policy to improve your financial situation.
- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Computer Science & Design Thinking

- Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.
- Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
- Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Time Frame	Weeks 10-15
Topic	
Cultural Patterns and Processes	
Alignment to Standards	
<u>NJSLS 2020 Content Standards</u> 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.	

- 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights.
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

- 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
- 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Learning Activities & Key Concepts and Skills

Essential Questions:

1. How can we define culture?
2. How do cultures move, spread, and change?

3. How do cultural traits affect the natural environment?
4. How can we classify, compare, and contrast world religions?
5. Why does religion create a source of conflict in the world?
6. How has globalization had a significant effect on world cultures?
7. Why can culture be considered both a unifying and dividing force?
8. How do language, religion, and ethnicity affect the identity and sense of place of people in different regions?
9. How has the topography of language changed throughout history, and how can we use this concept to create predictions for the future?
10. How can we use our knowledge about culture to impact policy?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL Know, Understand, and Be Able to:**

1. Create a definition of culture and cultural geography.
2. Compare/contrast methods of cultural diffusion.
3. Identify examples of significant cultural regions.
4. Apply knowledge of culture to specific examples of folk and pop cultures.
5. Explain how cultures develop and spread.
6. Analyze cultural diversity in relation to language, religion, ethnicity, folk and pop culture.
7. Hypothesize ways in which culture can affect one's identity, the environment, and interactions; specifically in the context of conflict.
8. Compare and contrast the diffusion of religion with that of language and other cultural trends.
9. Explain how language and religion provide a source of identity for groups of people and evaluate how this is being changed by globalization.

Suggested Learning Activities:

1. Malinowski, Chapter 6-9: "Culture and Cultural Landscapes", "Geography of Language", "Geography of Religion", "Race, Ethnicity, and Gender".
2. Rubenstein, Chapter 4-7: "Folk and Popular Culture", "Language", "Religion", "Ethnicity" (Supplemental)
3. Kuby, Chapter 2: "Cactus, Cowboys, and Coyotes, the Southwest Culture Region" (Supplemental)
4. Exercise: Develop your own cultural icon
5. Define culture in groups
6. McDonald's dollar menu activity; choose five culturally relevant items and design a toy for a particular region
7. "Power of Place" video clips- Indonesia, Quebec, Jerusalem, Boston, Dagestan, South Africa
8. Question/discussion activity New Zealand rugby and the Haka
9. Socratic seminar (acculturation vs. assimilation)
10. Case studies (cultural regions, pop culture, folk culture)
11. Analysis and summary of various relevant articles
12. Analyze photos of regional architecture

13. Picture drawing activity- changing cultural landscapes quote
14. Discussion- racism and ethnocentrism
15. Field study (compare/contrast religious institutions)
16. Interview a speaker of multiple languages
17. U.S. ethnicity online map activity with questions
18. “Speed dating” activity- using questions relating to “How Typical Are You?” video clip
19. Diffusion of cultures matrix
20. Structure of culture photo analysis
21. Folk and pop cultures lab activity
22. World cultures comparison table
23. “Gangnam Style” article and discussion of culture
24. Spanglish and Ebonics discussion of dialect vs. language
25. Cultural Realms quiz

Assessments

Formative:

1. McDonald’s mini culture project
2. Field studies
3. Diffusion of cultures matrix
4. World cultures comparison table
5. Folk and Pop cultures lab activity responses
6. Structure of culture photo analysis responses
7. Interview reflection
8. Socratic seminar/discussion preparation
9. Reading/vocabulary quizzes
10. Article and case study responses
11. Map analysis questions

Summative:

1. FRQs (3)
2. Unit exam

Alternative:

1. World Cultures Project

Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

CCSS.ELA-LITERACY.RST.9-10.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes and the efficacy of the government's environmental protection agencies and laws.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Career Readiness, Life Literacies, and Key Skills

- Biological behavioral biases, psychology and unconscious beliefs affect financial decision making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
- There are different ways you can influence government policy to improve your financial situation.
- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Computer Science & Design Thinking

- Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.
- Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
- Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Time Frame	Weeks 16-19
Topic	
Political Organization of Space	
Alignment to Standards	
<u>NJSLS 2020 Content Standards</u> 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.	

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Learning Activities & Key Concepts and Skills

Essential Questions:

1. How should the Earth's surface be organized?
2. How do concepts of territoriality and boundaries affect the relationships between humans and nations?
3. Why does the contemporary political map look the way it does?

4. How does the location and history of a country determine its boundaries?
5. How do governments play an integral role in influencing environmental change?
6. Why are the boundaries and political relationships between countries constantly changing?
7. How do armed conflicts affect the political and territorial arrangements of countries?
8. What are sources of political conflict and political unity?
9. How can international organizations effectively address sources of conflict between nations?
10. How do methods of political governance compare to each other based on historical case studies?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL Know, Understand, and Be Able to:**

1. Determine the difference between a state, country, nation, and region.
2. Apply qualifications of countries and nations to specific case studies.
3. Compare/contrast types of boundaries and determine their advantages/disadvantages.
4. Explain how the geomorphology of a state can be either advantageous or disadvantageous.
5. Determine how the current geopolitical map came to be. Explain how nations interact with one another through alliances and supranational organizations.
6. Analyze the effects of colonialism and neocolonialism.
7. Explain how nations maintain internal order.
8. Evaluate major world conflicts using knowledge of geopolitics.

Suggested Learning Activities:

1. Malinowski, Chapter 10-12: "A World of Nations and States", "Geography of Governance and Representation", "Environment and Conservation".
2. Rubenstein, Chapter 8: "Political Geography" (Supplemental)
3. Kuby, Chapter 12 Activity: "Do Orange and Green Clash? Residential Segregation in Northern Ireland" (Supplemental)
4. "Sealand": Group activity to determine if this area is a country using definition
5. Case Studies: "Balkanization"/ "Shatter-Belt" regions
6. Political geography relevant articles for summary and analysis
7. "Power of Place" video clips- Laos and Slovakia
8. Geomorphology: "Guess the shape" in partners
9. Map activities: Illustrate the consequences of imperialism; EU, Gerrymandering
10. Socratic seminar: Border disputes
11. Examine current role of U.N., NATO, and other supranational organizations
12. Natural Hazards activity- Hurricane Sandy, Hurricane Katrina, Tsunamis (Japan and Indonesia), Earthquakes (Haiti and China)
13. Law of the Seas research activity
14. Major partner presentation on hotspots/conflict zones
15. Create a nation using geomorphological concepts
16. Race and ethnicity questions using online sites

Assessments

Formative:

1. Yugoslavia video clips and case study for devolution
2. Ireland activity answers
3. International case studies responses
4. Sealand application discussion responses
5. Research results race and ethnicity
6. Centrifugal vs. centripetal forces quiz
7. Socratic seminar/discussion preparation
8. Reading/vocabulary quizzes
9. Article and case study responses
10. Map analysis questions
11. Group nation creation using geomorphological concepts

Summative:

1. FRQs (2)
2. Unit Exam

Alternative:

- Hotspot/conflict presentation

Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).

CCSS.ELA-LITERACY.RST.9-10.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes and the efficacy of the government's environmental protection agencies and laws.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Career Readiness, Life Literacies, and Key Skills

- Biological behavioral biases, psychology and unconscious beliefs affect financial decision making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
- There are different ways you can influence government policy to improve your financial situation.
- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Computer Science & Design Thinking

- Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.

- Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
- Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Time Frame	Weeks 20-23
Topic	
Agriculture, Food Production, and Rural Land Use	
Alignment to Standards	
<u>NJSLS 2020 Content Standards</u> 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society. 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations. 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation. 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.	

- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights.
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
- 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Learning Activities & Key Concepts and Skills

Essential Questions:

1. How did major agricultural trends develop and spread?
2. Why did the various agricultural revolutions take place and how did they affect populations and economies?
3. How do the climate and population of a region affect its agriculture?
4. Why has a trend of agricultural interdependence developed in many regions of the world?
5. How does Von Thunen's model reflect land use patterns in the U.S? How does this model compare with other models?
6. How does agriculture affect settlement patterns and the environment?
7. Why do women play an important role in agricultural production in many regions of the world?
8. Why has contemporary commercial agriculture created many political and economic controversies?
9. How has climate change influenced agricultural practices worldwide?
10. How can humans work collectively to address issues of climate change and food security?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL Know, Understand, and Be Able to:

1. Describe the origin and spread of agriculture.
2. Evaluate the importance of each of the major agricultural revolutions.
3. Identify major agricultural regions throughout the world and explain how they connect to the climate, culture, and population of each region.

4. Compare/contrast the major models of land use. Apply them to current examples and case studies.
5. Explain how rural activity impacts the environment.
6. Analyze major production patterns of agriculture in different regions and the diffusion of these patterns into other regions.
7. Evaluate the importance of the role of women in agricultural production.
8. Determine the effect that economic and cultural globalization has had on agricultural production.
9. Evaluate the role of climate change on issues of food security and agricultural practices.

Suggested Learning Activities:

1. Malinowski, Chapter 15: "The Geography of Economic Activity and Agriculture".
2. Rubenstein, Chapter 10, Chapter 14: "Agriculture", "Key Issue #3 (Supplemental)
3. Kuby, Chapter 8 Activity: "Food for Thought: The Globalization of Agriculture" (Supplemental)
4. "The Power of Place" video clips- Vietnam, Chile, Northern Japan, Dikhatpura
5. Case Studies: U.S. Midwest, Europe GMO's, Africa
6. Agriculturally relevant articles for summary and analysis
7. Timeline map of agricultural development and revolutions
8. Climate, culture, and terrain map analysis of agricultural practices
9. Field study: Grocery store analysis of food selection, prices, and locations of production, relate to food deserts
10. Windshield geography: visit an agricultural center and apply relevant concepts from the course
11. "The Meatrix" clip (Agribusiness), "Store Wars" (GMO's)
12. "Heat" documentary and discussion activity (changing climate and water shortages)
13. Von Thunen model activity applied to U.S. agriculture in comparison to other models
14. Picture analysis; farming practices and rural landscapes
15. Analysis of agricultural narratives and rural experiences
16. Gender and Geography Lesson #4: "Women in Agriculture"
17. Research presentation: Agricultural products (history, climate considerations, diffusion, map of region/regions, cultural considerations)
18. "Corn" Modern Marvels episode analysis

Assessments**Formative:**

1. Case study analyses
2. Food for Thought responses
3. Article summaries and analyses
4. Accuracy of timelines/maps
5. Reading/vocabulary quizzes
6. Map analysis questions on climate, culture, and terrain
7. Field study written assignment

8. Windshield geography mini project
9. "Heat" class discussion participation
10. Accuracy of picture analyses
11. "Women in Agriculture" written responses

Summative:

1. FRQs (2)
2. Unit exam

Alternative:

1. Research Presentation

Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).

CCSS.ELA-LITERACY.RST.9-10.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes and the efficacy of the government's environmental protection agencies and laws.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Career Readiness, Life Literacies, and Key Skills

- Biological behavioral biases, psychology and unconscious beliefs affect financial decision making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
- There are different ways you can influence government policy to improve your financial situation.
- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Computer Science & Design Thinking

- Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.
- Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
- Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Time Frame

Weeks 24-28

Topic

Industrialization and Economic Development

Alignment to Standards

NJSLS 2020 Content Standards

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights.
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
- 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Learning Activities & Key Concepts and Skills

Essential Questions:

1. Why and how do countries go through the industrialization process? How are technology and energy related to industrialization?
2. How do major models of economic development apply to industrialization in different countries and regions? Why are various models of industrial location open to critique?
3. How does development affect the labor force, minority groups, and the environment?
4. How can social and economic measures of development be used to evaluate different aspects of quality of life in a nation?
5. Why has globalization had an impact on the spatial organization of the world economy? How does this affect the international division of labor?
6. Why do nations experience uneven levels of development? How can government initiatives impact the process of development?
7. Where is economic development likely to head in the future as nations become deindustrialized?
8. Why is sustainable development important?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL Know, Understand, and Be Able to:

1. Apply human welfare and economic indicators to the study of development and living conditions in various countries.
2. Compare/contrast models of economic development.
3. Analyze the relationship between countries in varying degrees of development.
4. Determine obstacles to development.
5. Explain how industrialization originated and spread historically.
6. Map major industrial regions/manufacturing zones and apply industrial location models to these areas.
7. Compare/contrast preindustrial, industrial, and postindustrial life and landscape.
8. Determine the problems associated with industrialization. Explain how sustainable development can address these problems.
9. Evaluate the impact of globalization on trade, transportation, production methods, outsourcing, migration, and economic dependency.

Suggested Learning Activities:

1. Malinowski, Chapters 18, 16, 17, 12: “Development and Geography”, “Geographies of Production and Consumption”, “Distribution and Transportation”, “Environment and Conservation”.
2. Rubenstein Chapters 9, 11: “Development”, “Industry” (Supplemental)
3. Fellmann Chapters 8-9: “Livelihood and Economy” (Supplemental)
4. Kuby, Chapters 6-7 Activities: “Help Wanted” and “From Rags to Riches” (Supplemental)
5. Friedman, The World is Flat -Chapters 1, 2
6. “The Power of Place” video clips- China, U.S. Midwest, Central Planning, Maquiladoras
7. “China Blue”, “Foxconn”- video clips in relation to globalization and labor force
8. Case Studies- Various
9. Relevant articles on global economics for summary and analysis
10. Web activity- Collect and analyze measures of development
11. Web/Map activity- “Locating Heavy Industry”
12. Sketching activity and graphic organizer on models of development
13. Economic Liberalism Socratic Seminar
14. Independent field study: Apply coursework to a study of local industry.
15. Gender and Geography Lesson #5: “Sustainable Voices”
16. Matching Locational factors
17. Modernization vs. Dependency Theory discussion and debate
18. Globalization group questions and discussion
19. Indicators of Economic development discussion

Assessments

Formative:

1. Case study analyses
2. Kuby activity responses
3. Article summaries and analyses
4. Accuracy of development data
5. Reading/vocabulary quizzes
6. Map analysis of heavy industry
7. Field study written assignment
8. Graphic organizer accuracy
9. Socratic Seminar participation
10. Accuracy of video analyses
11. “Sustainable Development” responses

Summative:

1. FRQs (3)
2. Unit exam

Alternative:

1. Sustainable Development Case Study

Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).

CCSS.ELA-LITERACY.RST.9-10.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes and the efficacy of the government's environmental protection agencies and laws.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Career Readiness, Life Literacies, and Key Skills

- Biological behavioral biases, psychology and unconscious beliefs affect financial decision making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
- There are different ways you can influence government policy to improve your financial situation.
- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Computer Science & Design Thinking

- Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.
- Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
- Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Time Frame	Weeks 29-33
Topic	
Cities and Urban Land Use	
Alignment to Standards	
<u>NJSLS 2020 Content Standards</u> 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected. 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.	

- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).

CCSS.ELA-LITERACY.RST.9-10.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Learning Activities & Key Concepts and Skills

Essential Questions:

1. What are the driving forces behind urbanization? Why do cities develop in a particular pattern?
2. Why do people move in and out of cities? Why has a trend toward suburbanization taken place in many large cities?
3. How do the different models of urban hierarchies compare to each other?
4. How do the models of internal city structure compare to each other? What are the strengths and weaknesses of each?
5. How are cities organized in terms of space? How does this organization impact politics, living conditions, social relationships, and economics?
6. Why has a large degree of inequality developed in many modern cities? How does suburban sprawl contribute to this problem?
7. How do cities impact the environment, and how are some of these issues being addressed?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL Know, Understand, and Be Able to:**

1. Compare/contrast patterns of urbanization at the local, national, and global levels.
2. Explain how site, situation, and form contribute to defining an urban place.
3. Analyze models of urban location and structure. Apply this knowledge to examples of cities.
4. Determine why much the process of suburbanization has taken place in many cities and how this has influenced changes in social relations, economics, and transportation.
5. Examine the internal structures of cities with close attention to social patterns, infrastructure, and political organization. Differentiate between models of North American cities.
6. Describe problems faced by inner cities and those faced by suburbs.
7. Compare/contrast the spatial organization of cities on different continents using models of urban hierarchies.
8. Evaluate the severity of contemporary urban issues and the strength of proposed solutions to these issues.

Suggested Learning Activities:

1. Malinowski, Chapters 13-14: "Urbanization and Urban Networks", "The Changing Structure of the City"
2. Rubenstein Chapters 12-13: "Services", "Urban Patterns" (Supplemental)
3. Fellmann Chapter 11: "Urban Systems and Urban Structures" (Supplemental)
4. Kuby, Chapters 9-10 Activities: "Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy" and "Reading the Urban Landscape through Census Data and Field Observation" (Supplemental)
5. Jackson, Kenneth. Crabgrass Frontier: The Suburbanization of the United States. (Selections)
6. "The Power of Place" video clips- San Paolo, Chicago, Tokyo
7. "Slum Survivors"- selections and discussion
8. Web-based photo analysis of slums and residents
9. Case Studies- various
10. Relevant articles on urbanization for summary and analysis
11. Field study of urban center or small city- create a map, answer questions, and provide a written analysis of the results
12. Web-based activity- Megacities
13. Graphic organizer comparison of major urban centers on a global level
14. Socratic seminar- addressing contemporary issues of urbanization
15. Google Earth analysis of urban landscapes
16. Create your own city group activity

Assessments**Formative:**

1. Case study analyses
2. Kuby activity responses
3. Article summaries and analyses
4. Create a City Activity
5. Reading/vocabulary quizzes
6. Map analysis of major cities using Google Earth
7. Field study written assignment
8. Graphic organizer accuracy
9. Socratic Seminar participation
10. Accuracy of video analyses
11. Megacities Responses

Summative:

1. FRQs (3)
2. Unit exam

Alternative:

1. Google Earth Extension Activity

Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

CCSS.ELA-LITERACY.RST.9-10.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes and the efficacy of the government's environmental protection agencies and laws.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Career Readiness, Life Literacies, and Key Skills

- Biological behavioral biases, psychology and unconscious beliefs affect financial decision making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
- There are different ways you can influence government policy to improve your financial situation.
- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Computer Science & Design Thinking

- Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.
- Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
- Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Time Frame	Weeks 34-36
Topic	
A.P. Exam Review	

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals

- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns