

Marking Period	Unit: 1 Title	Recommended Instructional Days
1	Thinking Geographically	15-18
<p>NJSLS - 6.2 World History: Global Studies Disciplinary Strand: - Geography, People, and the Environment - Economics, Innovation, and Technology Disciplinary Concept: - Spatial Views of the World; Human Environment Interaction; Human Population Patterns; Global Interconnections - Exchange and Markets; Global Economy</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>
<p>Core Ideas:</p> <ol style="list-style-type: none"> Geographic data can be used to analyze spatial patterns. Global interconnections create complex spatial patterns at multiple scales that continue to change over time. Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. Geographers use maps and data to depict relationships of time, space, and scale. Geographers analyze relationships among and between places to reveal important spatial patterns. Geographers analyze complex issues and relationships with a distinctively spatial perspective. 	<p>Performance Expectation:</p> <p>6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics</p> <p>6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy</p> <p>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.</p> <ul style="list-style-type: none"> Identify types of maps, the types of information presented in maps, and different kinds of spatial patterns and relationships portrayed in maps. Identify different methods of geographic data collection. Explain the geographical effects of decisions made using geographical information. 	<p>Essential Question/s:</p> <ul style="list-style-type: none"> Why do geographers study relationships and patterns among and between places? How do geographers use maps to help them discover patterns and relationships in the world? How do geographers use a spatial perspective to analyze complex issues and relationships? <p>Activity Description:</p> <ul style="list-style-type: none"> Lecture/Class Discussion of key concepts Video Clips Literacy Comprehension Activities (Vocab Flashcards, Chapter Outlines, Reading Comprehension Questions.) Creation of Mental Maps Analysis of quantitative and qualitative data Small group collaboration to apply examples of regionalization Student Mini-Presentations - Unique Toponym Identification Map Analysis/Scale of Analysis: Take a set of data and show what the global patterns are, zoom in to illustrate the national level, then zoom in again to show the difference in the local level analysis. Finish by leading a discussion on the significance of the differences in patterns. Critique Reasoning: Using the two major schools of thought regarding human–environmental interaction—environmental determinism and

	<ul style="list-style-type: none"> - Define major geographic concepts that illustrate spatial relationships. - Explain how major geographic concepts illustrate spatial relationships. - Define scales of analysis used by geographers. - Explain what scales of analysis reveal. - Describe different ways that geographers define regions. 	<p>possibilism—have students identify the claims of each, explain the reasoning behind each, and find current real-world examples supporting and/or refuting each. Allow for collaborative discussion at multiple levels—pairs, small groups, and whole-group—to achieve understanding.</p> <ul style="list-style-type: none"> - Analysis/Discussion of scale using various types of thematic maps. (Including topics related to LGBTQ and ethnic/racial data and distribution patterns.) - ArcGis GeoInquiry: Understanding Globalization - DBQ Online: A Matter of Scale - How Wealthy is Brazil
Social Studies Practices		Interdisciplinary Connections:
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		<p>ELA: Reading: Key Ideas and Details: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend</p>
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. 	

<ul style="list-style-type: none">● Relationship Skills● Responsible Decision-Making	<ul style="list-style-type: none">● Demonstrate an awareness of the expectations for social interactions in a variety of ways.● Demonstrate an understanding of the need for mutual respect when viewpoints differ.● Recognize the skills needed to establish and achieve personal and educational goals.● Utilize positive communication and social skills to interact effectively with others.● Develop, implement, and model effective problem solving and critical thinking skills.	<p>complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Writing: Text Types and Purposes: NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing: NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge: NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing: NJSLA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Content: - Types of maps include reference maps and thematic maps. - Types of spatial patterns represented on maps include absolute and relative distance and direction, clustering, dispersal, and elevation. - All maps are selective in information; map projections inevitably distort spatial relationships in shape, area, distance, and direction. - Data may be gathered in the field by organizations or by individuals.</p>
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<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Vocabulary Quiz ● Reading Comprehension Notes ● Class Participation ● GeoInquiry Reflection ● Map Quizzes 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● College Board Progress Check: Unit 1 Multiple Choice and Free Response Questions <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● DBQ Online: How Wealthy is Brazil (Scale)

<ul style="list-style-type: none"> Assigned-Country Research Report 		<ul style="list-style-type: none"> AP Style Exam (Multiple Choice and Free Response Question) 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> National Geographic: Human Geography - A Spatial Perspective - College Board/AP Classroom Amistad Curriculum Holocaust & Genocide Education Curriculum DBQ Online JStor NewsELA ArcGIS 	<ul style="list-style-type: none"> Skill building activities DBQ Online ProEd Shorts NewsELA Videos Leveled Assessments 	<ul style="list-style-type: none"> Bilingual dictionary Modified assessments and/or rubric Videos in their native language Google Translate NewsELA 	<ul style="list-style-type: none"> Leveled readings Novels; periodicals Leveled Assessments Enrichment activities & projects Inquiry projects
Supplemental Resources			
Technology: <ul style="list-style-type: none"> Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot Other: <ul style="list-style-type: none"> Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Inquiry projects

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 	
	<p><i>Core Ideas:</i></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p><i>Performance Expectation/s:</i></p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<ul style="list-style-type: none"> ● Financial health ● Financial Landscape 	

	<ul style="list-style-type: none"> ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>