

Marking Period	Unit: 2 Title	Recommended Instructional Days
1	Population and Migration Patterns and Processes	22-25
<p>NJSLS - 6.1 U.S. History: America in the World NJSLS - 6.2 World History: Global Studies NJSLS - 6.3 Active Citizenship in the 21st Century</p> <p>Disciplinary Strand:</p> <ul style="list-style-type: none"> - Civics, Government, and Human Rights - Geography, People, and the Environment - History, Culture, and Perspectives <p>Disciplinary Concept:</p> <ul style="list-style-type: none"> - Human and Civil Rights; Democratic Participation; Processes and Rules - Spatial Views of the World; Human Population Patterns; Human Environment Interaction; Global Interconnections - Continuity and Change; Claims and Argumentation; Sourcing and Evidence 		<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"> 1. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. 2. Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights. 3. Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales. 4. Geographic data can be used to analyze spatial patterns. 	<p>Performance Expectation:</p> <p>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.</p> <p>6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> <p>6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> -How does where and how people live impact global cultural, political, and economic patterns? - How does the interplay of environmental, economic, cultural, and political factors influence changes in population? - How do changes in population affect a place’s economy, culture, and politics? <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 and analysis of Population Pyramids - Analysis of quantitative and qualitative data and thematic maps

<p>5. Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</p> <p>6. Historical sources and evidence provide an understanding of different points of view about historical events.</p> <p>7. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <p>8. Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.</p> <p>9. Changes in population are due to mortality, fertility, and migration, which are influenced by the interplay of environmental, economic, cultural, and political factors.</p> <p>10. Changes in population have long- and short-term effects on a place's economy, culture, and politics.</p> <p>11. Governments around the world support universal human rights to varying degrees.</p>	<p>and policies relating to refugees and asylum seekers.</p> <p>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.</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.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> <p>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).</p> <p>6.2.12.HistoryCC.5.h: 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.</p> <p>6.3.12.HistorySE.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,</p>	<p>- Small group collaboration to compare assigned country population demographic information</p> <p>- Jigsaw Activity: Assign individual students a refugee crisis to research. Group students to share their findings.</p> <p>- Making Connections: Give students this list of terms: crude birth rate, crude death rate, rate of natural increase, and total population. Allow students a few minutes to gather and recall information about the terms or concepts and then pair students to discuss how the relationships among the terms are represented in the demographic transition model. Then, ask students to take different population pyramids and place them at the appropriate stage of the demographic transition model. Have them justify their choice of stage.</p> <p>- ArcGis GeoInquiry: Migration-On the Move</p> <p>- ArcGIS GeoInquiry - World Population</p> <p>Interdisciplinary Connections:</p> <p>ELA:</p> <p>Reading:</p> <p>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.</p> <p>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.</p> <p>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</p>
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	<p>juvenile detention, listening devices, deportation, religion in schools).</p> <ul style="list-style-type: none">-Identify the factors that influence the distribution of human populations at different scales.-Define methods geographers use to calculate population density.- Explain the differences between and the impact of methods used to calculate population density.- Explain how population distribution and density affect society and the environment.- Describe elements of population composition used by geographers.- Explain ways that geographers depict and analyze population composition.- Explain factors that account for contemporary and historical trends in population growth and decline.- Explain theories of population growth and decline.- Explain the intent and effects of various population and immigration policies on population size and composition.- Explain how the changing role of females has demographic consequences in different parts of the world.- Explain the causes and consequences of an aging population.- Explain how different causal factors encourage migration.- Describe types of forced and voluntary migration.	<p>reasoning as well as the relevance and sufficiency of the evidence. NJSLA.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. NJSLA.R10. Read and comprehend 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 inquirybased 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:</p>
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	<p>- Explain historical and contemporary geographic effects of migration.</p>	<p>- Physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population. - Factors that illustrate patterns of population distribution vary according to the scale of analysis. - The three methods for calculating population density are arithmetic, physiological, and agricultural. - The method used to calculate population density reveals different information about the pressure the population exerts on the land. - Population distribution and density affect political, economic, and social processes, including the provision of services such as medical care. - Population distribution and density affect the environment and natural resources; this is known as carrying capacity. - Patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales. - Population pyramids are used to assess population growth and decline and to predict markets for goods and services. - Demographic factors that determine a population's growth and decline are fertility, mortality, and migration. - Geographers use the rate of natural increase and population-doubling time to explain population growth and decline. - Social, cultural, political, and economic factors influence fertility, mortality, and migration rates. - The demographic transition model can be used to explain population change over time. - The epidemiological transition explains causes of changing death rates. - Malthusian theory and its critiques are used to analyze population change and its consequences. - Types of population policies include those that promote or discourage population growth, such as pronatalist, antinatalist, and immigration policies. - Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world. - Changing social, economic, and political roles for females have influenced patterns of fertility, mortality, and migration, as illustrated by Ravenstein's laws of migration.</p>
<p>Social Studies Practices</p>		
<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>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. 	

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> - Population aging is determined by birth and death rates and life expectancy. - An aging population has political, social, and economic consequences, including the dependency ratio. - Migration is commonly divided into push factors and pull factors. - Push/pull factors and intervening opportunities/obstacles can be cultural, demographic, economic, environmental, or political. - Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers. (Discussion will be incorporated of forced migration during the Holocaust and Trans-Atlantic and Domestic American Slave Trade) - Types of voluntary migrations include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban. - Migration has political, economic, and cultural effects. <p>NJSLS#: See above</p>	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">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 • Assigned-Country Research Report • International Day of the Girl Child Written Reflection/Extra Credit Poster 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • College Board Progress Check: Unit 2 Multiple Choice and Free Response Questions <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • DBQ Online: “China’s One-Child Policy - Was it A Good Idea?” • Current Event Connection/Written Reflection • Immigration Interview: Reflection of the Migrant Experience • AP Style Exam (Multiple Choice and Free Response Question) 		
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>

<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			
<p>Technology:</p> <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 <p>Other:</p> <ul style="list-style-type: none"> ● Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects

<p>audio, visual, and tactile/kinesthetic</p> <ul style="list-style-type: none"> • Provide individual instruction as needed • Modify assessments and/or rubrics • Repeat instructions as needed 	<ul style="list-style-type: none"> • 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"> • 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"> • Inquiry projects
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<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 	<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
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<p>Awareness, Exploration, Preparation and Training</p> <ul style="list-style-type: none"> • Standard 9.3: Career and Technical Education • Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy 	
	<p>Core Ideas:</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>Performance Expectation/s:</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 • 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)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	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>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>