

| Marking Period | Unit: 3 Title | Recommended Instructional Days |
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| 2 | Cultural Patterns and Processes | 24-26 |
| <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 - Economics, Innovation, and Technology - History, Culture, and Perspectives <p>Disciplinary Concept:</p> <ul style="list-style-type: none"> - Human and Civil Rights - Spatial Views of the World; Human Population Patterns; Human Environment Interaction; Global Interconnections - Exchange and Markets; Global Economy - Continuity and Change; Understanding Perspectives; Historical Sourcing and Evidence; Claims and Argumentation | | <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. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. 3. Historical sources and evidence provide an understanding of different points of view about historical events. 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.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.</p> <p>6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and</p> | <p>Essential Questions:</p> <ul style="list-style-type: none"> - How does where people live and what resources they have access to impact their cultural practices? - How does the interaction of people contribute to the spread of cultural practices? - How and why do cultural ideas, practices, and innovations change or disappear over time? <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.) - Discussion and analysis of types of diffusion (worksheet) - Analysis of quantitative and qualitative data and thematic maps |

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| <p>5. Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</p> <p>6. Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p> <p>7. Governments around the world support universal human rights to varying degrees.</p> <p>8. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> <p>9. Cultural practices vary across geographical locations because of physical geography and available resources.</p> <p>10. The interaction of people contributes to the spread of cultural practices.</p> <p>11. Cultural ideas, practices, and innovations change or disappear over time.</p> <p>12. Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</p> | <p>literature), and practices in shaping contemporary American culture.</p> <p>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</p> <p>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.</p> <p>6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.</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.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</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.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international</p> | <ul style="list-style-type: none"> - Small group collaboration to compare assigned country ethnic, linguistic, religious, and other cultural elements at various scales - Discussion Group: Arrange students into small groups and have them analyze a set of images from a place. Have groups look for evidence of different languages, religions, and ethnicities in the landscape. Ask each group to share with the rest of the class. - Online DBQ Document Analysis - The Great Migration (Think-Pair-Share Reflection) - Student Research Presentations: Assigned Religions - Hearth and Diffusion, Impact on Landscape, Spatial Distribution - Extra Credit Field Report: Bayonne Connections to elements of popular and folk culture. - ArcGIS Geoinquiry: Language and Religion <p>Interdisciplinary Connections:</p> <p>ELA:</p> <p>Reading:</p> <p>Key Ideas and Details: NJLSA.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. NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure: NJLSA.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. NJLSA.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. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas: NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.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.</p> |
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| | <p>organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <ul style="list-style-type: none"> - Define the characteristics, attitudes, and traits that influence geographers when they study culture. - Describe the characteristics of cultural landscapes. - Explain how landscape features and land and resource use reflect cultural beliefs and identities. - Explain patterns and landscapes of language, religion, ethnicity, gender (sexual orientation/gender identity). - Define the types of diffusion. - Explain how historical processes impact current cultural patterns. - Explain what factors lead to the diffusion of universalizing and ethnic religions. - Explain how the process of diffusion results in changes to the cultural landscape. | <p>NJLSA.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. NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Writing: Text Types and Purposes: NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.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. NJLSA.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: NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge: NJLSA.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. NJLSA.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. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing: NJLSA.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: - Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society.</p> |
| Social Studies Practices | | |
| <ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry | | |

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| <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> - Cultural traits include such things as food preferences, architecture, and land use. - Cultural relativism and ethnocentrism are different attitudes toward cultural difference. - Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional and postmodern architecture and land-use patterns. - Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society. - Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape. - Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces. - Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion. - Interactions between and among cultural traits and larger global forces can lead to new forms of cultural expression; for example, creolization and lingua franca. - Colonialism, imperialism, and trade helped to shape patterns and practices of culture. - Cultural ideas and practices are socially constructed and change through both small-scale and large-scale processes such as urbanization and globalization. These processes come to bear on culture through media, technological change, politics, economics, and social relationships. - Communication technologies, such as the internet and the time-space convergence, are reshaping and accelerating interactions among people; changing cultural practices, as in the increasing use of English and the loss of indigenous languages; and creating cultural convergence and divergence. - Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths. - Diffusion of language families, including Indo-European, and religious patterns and distributions can be visually represented on maps, in charts and toponyms, and in other representations. | |
| <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. ● 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. | |

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| | <ul style="list-style-type: none"> Develop, implement, and model effective problem solving and critical thinking skills. | <ul style="list-style-type: none"> Religions have distinct places of origin from which they diffused to other locations through different processes. Practices and belief systems impacted how widespread the religion diffused. Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion. Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion. Acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture. <p>NJSLS#: See above</p> | |
| Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
| Formative Assessments: <ul style="list-style-type: none"> Vocabulary Quiz Reading Comprehension Notes Class Participation GeoInquiry Reflection Map Quizzes Assigned-Country Research Report <ul style="list-style-type: none"> Culture Collage/Poster for assigned countries Extra Credit Field Report | | Benchmarks: <ul style="list-style-type: none"> College Board Progress Check: Unit 3 Multiple Choice and Free Response Questions Summative Assessments: <ul style="list-style-type: none"> Current Event Connection/Written Reflection DBQ Student-led Presentations/Story Maps: Diffusion and Cultural Impact of an Assigned Religion 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 |

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| <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 |

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| <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 | |

Content Area: Social Studies (NJSLS-CHPE 6.1, 6.2, 6.3) Grades K - 12
Grade: 9-12

Dev. Date:
2022-2023

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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)

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| 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> | X | 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> | | Standards in Action: <i>Climate Change</i> |
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