

| Marking Period | Unit: 4 Title | Recommended Instructional Days |
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| 2 | Political Patterns and Processes | 25-30 |
| <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. Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. 2. Social and political systems throughout time have promoted and denied civic virtues and democratic principles. 3. Governments around the world support universal human rights to varying degrees. | <p>Performance Expectation:</p> <p>6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.</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.EconGE.3.c: Compare the impact of imperialism on economic</p> | <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do historical and current events influence political structures around the world? - How are balances of power reflected in political boundaries and government power structures? - How can political, economic, cultural, or technological changes challenge state sovereignty? <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.) - Analysis of quantitative and qualitative data and thematic maps |

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| <p>4. Geographic data can be used to analyze spatial patterns.</p> <p>5. Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</p> <p>6. Political and economic decisions throughout time have influenced cultural and environmental characteristics.</p> <p>7. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> <p>8. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <p>12. Human and civil rights support the worth and dignity of the individual.</p> <p>13. The political organization of space results from historical and current processes, events, and ideas.</p> <p>14. Political boundaries and divisions of governance, between states and within them, reflect balances of power that have been negotiated or imposed.</p> <p>15. Political, economic, cultural, or technological changes can challenge state sovereignty.</p> <p>16. Constitutions, laws, treaties, and international agreements seek to maintain order at the national,</p> | <p>development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p> <p>6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international 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> <p>6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.</p> <p>6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</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>-For world political maps:</p> <p>a. Define the different types of political entities.</p> <p>b. Identify a contemporary example of political entities.</p> | <p>- Small group collaboration to compare assigned country political patterns and processes</p> <p>- Graphic Organizer: Students should use a cause-and-effect graphic organizer to learn about the differing potential results of centrifugal and centripetal forces. Once students have identified the consequences of each, you can then ask them to look for contemporary examples of the consequences, which may be negative or positive. Ask students to discuss how different groups might have different interpretations of the nature of the consequences. For example, the breakup of a state will be viewed negatively by the formal state government but positively by separatists.</p> <p>- Student Research Project: Students will research and complete newsletters or newscasts related to political sovereignty dispute or civil war.</p> <p>- Jigsaw Activity - pairs of students will be assigned a supranational organization to research. Students will group to share their findings.</p> <p>- Redistricting Game: Students will experience/apply the principles of gerrymandering</p> <p>- ArcGIS Geoinquiry: Borders and Boundaries</p> <p>- DBQ Online: European Union - Do the benefits of membership outweigh the costs?</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</p> |
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| <p>regional, and international levels of governance.</p> <p>17. Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</p> <p>18. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p> | <ul style="list-style-type: none"> - Explain the processes that have shaped contemporary political geography - Describe the concepts of political power and territoriality as used by geographers. - Define types of political boundaries used by geographers. - Explain the nature and function of international and internal boundaries. - Define federal and unitary states. - Explain how federal and unitary states affect spatial organization. - Define factors that lead to the devolution of states. - Explain how political, economic, cultural, and technological changes challenge state sovereignty - Explain how the concepts of centrifugal and centripetal forces apply at the state scale. | <p>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 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 complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Writing:</p> <p>Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.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. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge: NJSLSA.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. NJSLSA.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. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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 | | |

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| <ul style="list-style-type: none"> Engaging in Civil Discourse and Critiquing Conclusions Taking Informed Action | | <p>Range of Writing: NJSLSA.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> <ul style="list-style-type: none"> Independent states are the primary building blocks of the world political map. Types of political entities include nations, nation-states, stateless nations, multinational states, multistate nations, and autonomous and semi autonomous regions, such as American Indian reservations. The concepts of sovereignty, nationstates, and self-determination shape the contemporary world. Colonialism, imperialism, independence movements, and devolution along national lines have influenced contemporary political boundaries. Political power is expressed geographically as control over people, land, and resources, as illustrated by neocolonialism, shatterbelts, and choke points. Territoriality is the connection of people, their culture, and their economic systems to the land. Types of political boundaries include relic, superimposed, subsequent, antecedent, geometric, and consequent boundaries. Boundaries are defined, delimited, demarcated, and administered to establish limits of sovereignty, but they are often contested. Political boundaries often coincide with cultural, national, or economic divisions. However, some boundaries are created by demilitarized zones or policy, such as the Berlin Conference. Land and maritime boundaries and international agreements can influence national or regional identity and encourage or discourage international or internal interactions and disputes over resources. The United Nations Convention on the Law of the Sea defines the rights and responsibilities of nations in the use of international waters, established territorial seas, and exclusive economic zones. Voting districts, redistricting, and gerrymandering affect election results at various scales. Factors that can lead to the devolution of states include the division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism. |
| <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. Develop, implement, and model effective problem solving and critical thinking skills. | |

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| | | <p>- Devolution occurs when states fragment into autonomous regions; subnational political-territorial units, such as those within Spain, Belgium, Canada, and Nigeria; or when states disintegrate, as happened in Sudan and the former Soviet Union.</p> <p>- Advances in communication technology have facilitated devolution, supranationalism, and democratization.</p> <p>- Global efforts to address transnational and environmental challenges and to create economies of scale, trade agreements, and military alliances help to further supranationalism.</p> <p>- Supranational organizations—including the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), Association of Southeast Asian Nations (ASEAN), Arctic Council, and African Union—can challenge state sovereignty by limiting the economic or political actions of member states.</p> <p>- Centrifugal forces may lead to failed states, uneven development, stateless nations, and ethnic nationalist movements.</p> <p>- Centripetal forces can lead to ethnonationalism, more equitable infrastructure development, and increased cultural cohesion.</p> <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 | | <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● College Board Progress Check: Unit 4 Multiple Choice and Free Response Questions <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Current Event Connection/Written Reflection ● Student Research Projects: Political Conflict Newsletters/Newscasts ● AP Style Exam (Multiple Choice and Free Response Question) |
| <p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p> | | |

| 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, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, 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 |

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| <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 |
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| <p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> | <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Financial health |
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| <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 | <ul style="list-style-type: none"> 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>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 | |

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| | <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) | | | | | | | | |
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| X | 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> | X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | Standards in Action: <i>Climate Change</i> |