

Marking Period	Unit: 5 Title	Recommended Instructional Days
2-3	Agricultural Patterns and Processes	20-23
<p>NJSLS - 6.1 U.S. History: America in the World NJSLS - 6.2 World History: Global Studies</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 <p>Disciplinary Concept:</p> <ul style="list-style-type: none"> - Spatial Views of the World; Human Population Patterns; Human Environment Interaction; Global Interconnections <ul style="list-style-type: none"> - Exchange and Markets; Global Economy - Continuity and Change; Understanding Perspectives; 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. Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics. 3. Environmental and cultural characteristics of a place or region influence spatial patterns. 	<p>Performance Expectation:</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.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.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> - How do a people’s culture and the resources available to them influence how they grow food? - How does what people produce and consume vary in different locations? - What kind of cultural changes and technological advances have impacted the way people grow and consume food? <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 - Small group collaboration to compare assigned country political patterns and processes

<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. Human settlement activities impact the environmental and cultural characteristics of specific places and regions.</p> <p>9. Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p> <p>10. Resources impact what is produced and employment opportunities.</p> <p>11. Availability of resources and cultural practices influence agricultural practices and land-use patterns.</p> <p>12. Agriculture has changed over time because of cultural diffusion and advances in technology.</p> <p>13. Agricultural production and consumption patterns vary in different locations, presenting different environmental, social,</p>	<p>address economic imbalances, social inequalities, climate change, health and/or illiteracy.</p> <p>6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.</p> <p>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.</p> <p>6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p> <ul style="list-style-type: none">- Explain the connection between physical geography and agricultural practices.- Identify different rural settlement patterns and methods of surveying rural settlements.- Identify major centers of domestication of plants and animals.- Explain how plants and animals diffused globally.- Explain the advances and impacts of the second agricultural revolution.- New technology and increased food production in the second agricultural revolution led to better diets, longer	<ul style="list-style-type: none">- DBQ: The Green Revolution - Students will analyze primary and secondary sources to evaluate the impact of the Green Revolution.- Socratic Seminar: By holding a focused discussion around the essential question, How does society change as agricultural practices change? you can provide students with an opportunity to illustrate their understanding in depth. Students can be encouraged to address environmental, social, economic, and cultural opportunities and challenges for both commercial and subsistence agriculture.- Online DBQ - Is Chocolate Good for Cote D'Ivoire?- Current Event Analysis - Students will locate current news articles/media sources related to key concepts/themes of Unit 5 and explain the connections.- ArcGIS Geoinquiry: Agricultural Patterns <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 reasoning as well as the relevance and sufficiency of the evidence.</p>
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<p>economic, and cultural opportunities and challenges. 14. Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p>	<p>life expectancies, and more people available for work in factories. - Explain the consequences of the Green Revolution on food supply and the environment in the developing world. - Explain how economic forces influence agricultural practices. - Describe how the von Thünen model is used to explain patterns of agricultural production at various scales. - Explain the interdependence among regions of agricultural production and consumption. - Explain how agricultural practices have environmental and societal consequences. - Explain challenges and debates related to the changing nature of contemporary agriculture and food-production practices. - Explain geographic variations in female roles in food production and consumption.</p>	<p>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. Writing: 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. 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. 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. 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. Content: - Agricultural practices are influenced by the physical environment and climatic conditions, such as the Mediterranean climate and tropical climates.</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 		

<ul style="list-style-type: none"> ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 	<ul style="list-style-type: none"> - Intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems. - Extensive farming practices include shifting cultivation, nomadic herding, and ranching. - Specific agricultural practices shape different rural land-use patterns. - Rural settlement patterns are classified as clustered, dispersed, or linear. - Rural survey methods include metes and bounds, township and range, and long lot. - Early hearths of domestication of plants and animals arose in the Fertile Crescent and several other regions of the world, including the Indus River Valley, Southeast Asia, and Central America. - Patterns of diffusion, such as the Columbian Exchange and the agricultural revolutions, resulted in the global spread of various plants and animals. - New technology and increased food production in the second agricultural revolution led to better diets, longer life expectancies, and more people available for work in factories. - The Green Revolution was characterized in agriculture by the use of high-yield seeds, increased use of chemicals, and mechanized farming. - The Green Revolution had positive and negative consequences for both human populations and the environment. - Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices (monocropping or monoculture). - Intensive and extensive farming practices are determined in part by land costs (bid-rent theory). - Large-scale commercial agricultural operations are replacing small family farms. - Complex commodity chains link production and consumption of agricultural products. - Technology has increased economies of scale in the agricultural sector and the carrying capacity of the land. - Von Thünen’s model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market; however, regions of specialty farming do not always conform to von Thünen’s concentric rings. - Food and other agricultural products are part of a global supply chain. 	
<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 	

	<p>solving and critical thinking skills.</p>	<ul style="list-style-type: none"> - Some countries have become highly dependent on one or more export commodities. - The main elements of global food distribution networks are affected by political relationships, infrastructure, and patterns of world trade. - Environmental effects of agricultural land use include pollution, land cover change, desertification, soil salinization, and conservation efforts. - Agricultural practices—including slash and burn, terraces, irrigation, deforestation, draining wetlands, shifting cultivation, and pastoral nomadism—alter the landscape. - Societal effects of agricultural practices include changing diets, role of women in agricultural production, and economic purpose. - Agricultural innovations such as biotechnology, genetically modified organisms, and aquaculture have been accompanied by debates over sustainability, soil and water usage, reductions in biodiversity, and extensive fertilizer and pesticide use. - Patterns of food production and consumption are influenced by movements relating to individual food choice, such as urban farming, community-supported agriculture (CSA), organic farming, value-added specialty crops, fair trade, local-food movements, and dietary shifts. - Challenges of feeding a global population include lack of food access, as in cases of food insecurity and food deserts; problems with distribution systems; adverse weather; and land use lost to suburbanization. - The location of food-processing facilities and markets, economies of scale, distribution systems, and government policies all have economic effects on food-production practices. - The role of females in food production, distribution, and consumption varies in many places depending on the type of production involved. <p>NJSLS#: See above</p>
<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 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● College Board Progress Check: Unit 5 Multiple Choice and Free Response Questions

<ul style="list-style-type: none"> • GeoInquiry Reflection • Map Quizzes • Assigned-Country Research Report 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Current Event Connection/Written Reflection • DBQ • AP Style Exam (Multiple Choice and Free Response Question) 		
<p>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>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
<p>Supplemental Resources</p>			
<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
<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 	<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

	<ul style="list-style-type: none"> • Oral rather than written answers 		
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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 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>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</p>

		Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<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 	

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>