World Geography and Global Issues

Content Area: **Social Studies**
Course(s): **World Geography and Global Issues**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Course Overview: Objectives, Benchmarks, and Screening Plan

This course offers a comprehensive exploration of the interconnectedness between geographical landscapes, diverse cultures, and global challenges both today, and those that have taken place in the 20th & 21st Centuries. Students will study the physical and human geography of regions worldwide, examining factors shaping landscapes, climates, and cultural practices. Emphasis will be placed on understanding the relationships between people and their environments, including topics such as population dynamics, urbanization, migration patterns, and environmental sustainability. Additionally, students will study relevant, global issues such as climate change, economic disparities, human rights, and geopolitical conflicts. Through coursework, students will develop a perspective on the complexities of our globalized world and the impact of human actions. This course aims to foster geographic literacy, critical thinking, and a sense of global citizenship, empowering students to engage thoughtfully with the world around them. This course also aims to connect geographical knowledge with an understanding of global issues, encouraging students to become informed and active global citizens.

Course Name, Length, Date of Revision and Curriculum Writer

World Geography and Global Issues

Semester Course

6/2025

Brian Truchan

Table of Contents

Unit 1: Africa

Content Area: **Social Studies**
Course(s): **World Geography and Global Conflicts**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This curriculum unit is designed to provide students with a comprehensive understanding of Africa, focusing on its rich cultural diversity, historical significance, and contemporary issues. By exploring various aspects of the African continent, students will gain insight into the complexity of African societies, as well as the challenges and triumphs that have shaped the continent's history. This will broaden students' perspectives on Africa, highlighting its vast cultural richness and environmental diversity. It will delve into the "Dawn of Mankind" with Africa's role as the cradle of human civilization. Students will examine early human history, including significant archaeological discoveries and the development of early societies. This section will cover scientific theories about human origins, with a focus on evolutionary biology. Additionally, it will explore alternative perspectives and theories that have emerged in various cultures and disciplines. Students will study the history of slavery in Africa, with a particular focus on the transatlantic slave trade. This part of the unit will also address the lasting impact of slavery on African societies and the global community. The unit concludes with an analysis of the Rwandan Genocide, exploring its causes, consequences, and the lessons learned from this tragic event.. Throughout the unit, students will develop critical thinking skills, cultural awareness, and a deeper understanding of global history.

Enduring Understandings

At the end of this unit, student will:

- Understand the geographical features of African Countries and their vast geographical diversity, including deserts, rainforests, savannas, and mountains, each contributing to the continent's cultural and ecological richness.
- Identify Africa's significance in natural resources and increase their understanding of their role in fostering development and the challenges posed by their exploitation.
- Examine and further introduce that Africa is the birthplace of humanity, where early human ancestors first emerged and developed complex societies.
- Gain insight into the major archaeological discoveries and their significance in understanding human evolution.
- Understand that the history of slavery in Africa predates the transatlantic slave trade and was complex, involving both internal and external dynamics through social, economic, and cultural consequences for African societies.
- Relate past hardships to recent conflicts in the 20th and 21st Century in Africa's internal struggle of war and genocide by giving students an understanding of the causes behind the Rwandan Genocide and the ongoing struggles in numerous African Nations this very day.

Essential Questions

- How does the diverse geography of Africa influence the cultural, economic, and political development of its nations?
- In what ways do Africa's natural resources shape both opportunities and challenges for its people and governments?
- What evidence supports the theory that Africa is the cradle of human civilization, and how has this influenced our understanding of human history?
- How did the transatlantic slave trade impact African societies, both during the period of slavery and in its aftermath? (Amistad Mandate)
- What are the lasting effects of the transatlantic slave trade on the modern world, particularly in relation to issues of race, identity, and justice? (Amistad Mandate)
- How can understanding the causes and consequences of these conflicts help impact the future,, both in Africa and globally? (Amistad Mandate)

Unit Summative Assessment and Alternate Assessment Options

- Students will create a detailed map and accompanying report on a selected African region, highlighting its physical geography, climate, natural resources, and how these factors influence human activities
- Formal Assessments such as classwork, quizzes, and tests
- Research Based Presentations
- Diagrams of Geographical Understanding
- Written Responses through group sessions
- Quarterly Exams

Resources

Textbook, Regional Maps, and Sectional Assessments from **World Geography: Building a Global Perspective by Thomas J. Baerwald & Celeste Fraser**

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Introduction to World Geography and Global Issues, & the Class Syllabus Geography of the World and African Nations. 3-4 Classes	Identify and describe the physical and human geography of Africa, including major landforms, climate zones, and biomes such as the Sahara, Sahel, and Congo Basin. Analyze the role of natural resources (e.g., oil, diamonds, minerals) in shaping economic development, conflict, and foreign investment across African nations.	Map-Based Learning Activities: Students explore Africa's physical and political geography by identifying regions, river systems (e.g., Nile, Congo), climate zones, and resource-rich areas using various map types. Case Studies and Comparative Analysis: Students investigate different African nations (e.g., Nigeria, South Africa, Ethiopia, Democratic Republic of Congo), comparing development challenges and political histories. Project-Based Research: Students research major issues such as desertification in the Sahel, diamond mining in Sierra Leone, or the role of China in African infrastructure development. Presentations may include posters, digital reports, or video explainers.	Consistent engagement with daily formative assessments. Conduct Class Discussions and student responses throughout each class Identify and label African countries, major physical features (such as rivers, mountains, deserts), and climatic zones on a blank map Quiz Written report and oral presentation, including a visual component (e.g., poster, infographic) that highlights key information about the assigned African country.
Examine African History and Archeology as the Birthplace of Humanity 3-4 Days	Examine the legacy of colonialism and its impact on current political borders, governance, and ethnic tensions.	Cultural Inquiry Activities: Students explore African cultural diversity through music, art, clothing, oral traditions, and religions, possibly culminating in a mini cultural exhibit or creative project. Simulation/Role-Play: Students participate in a historical simulation of the Berlin Conference or a modern African Union summit on climate resilience or trade partnerships.	Students will create a detailed site report or digital presentation, summarizing the findings from the site and their significance in the study of early humans. Class Debate comparing the Anunnaki myth to African creation myths, analyzing the cultural and geographic factors with those previously learned in class

Analysis of African Slave Trade 2-3 Days	Evaluate the challenges and opportunities of urbanization, population growth, and rural-urban migration in African contexts. Discuss key global issues affecting Africa, such as food insecurity, public health crises (e.g., HIV/AIDS, Ebola), and climate change vulnerability.	Historical Impact Discussions: Using primary and secondary sources, students examine the long-term effects of the transatlantic slave trade, European imperialism, and independence movements. Current Events Analysis: Students follow and analyze news stories from across the continent, such as election developments, climate events, or technological advancements in health or agriculture.	Students are to create annotated maps and graphs that highlight key trade routes and their impact on African societies, assessed on geographic accuracy
Conclusion of Unit 3-4 Days	Explore the cultural diversity of Africa through language, religion, music, and traditional practices, and understand how globalization influences cultural identity. Compare development indicators (e.g., literacy, life expectancy, GDP) across different African nations to understand regional disparities.	Visual and Data Literacy Activities: Students analyze demographic data, development statistics, and infographics (e.g., GDP comparisons, education access) to interpret and compare living standards and inequality.	Detailed report on studies and findings, assessed on the depth of analysis Unit Test

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1	U.S. History: America in the World
	Geography, People, and the Environment: Human Population Patterns
	Physical and human characteristics affect where people live (settle).
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a goo place to live (e.g., landforms, climate and weather, resource availability).
	Geography, People, and the Environment: Spatial Views of the World
	A map is a symbolic representation of selected characteristics of a place.
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).

	Geographic data can be used to identify cultural and environmental characteristics of places.
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
	Geography, People, and the Environment: Human Environment Interaction
	Environmental characteristics influence how and where people live.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.3	Active Citizenship in the 21st Century
	Geography, People and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk and Gifted Students

Special Education:*

- Regular collaboration between the geography teacher and special education staff to adapt instruction for both content knowledge and skill-building
- Preferential seating to help students stay focused during map-based instruction, current event analysis, or multimedia presentations
- Printed and highlighted note templates and key term glossaries for each unit
- Modified assessments that prioritize essential understandings
- Repetition and clarification of instructions, especially for map-based tasks or project-based assignments
- Read-aloud of questions, texts, or graphic data when appropriate, particularly for assessments or global case studies
- Extended time on tests, writing assignments, and regional or global issue-based projects
- Alternative assessment formats such as oral responses, annotated maps, visual presentations, or current event journals
- Use of assistive technology such as speech-to-text for reflective writing or text-to-speech for complex nonfiction readings
- Opportunities for breaks during extended multimedia segments, independent research, or writing tasks

- Quiet space for testing and independent work, especially when analyzing sources or completing mapping tasks
- Use of graphic organizers for comparing countries, tracking causes/effects of global trends, or planning presentations
- Structured timelines and organizational support for completing long-term global issue investigations or group presentations

504-Eligible Students:*

- Active communication with counselors and support staff to ensure consistency in implementing geography-specific accommodations
- Preferential seating during multimedia, map analysis, and group discussions to reduce distractions
- Access to printed and scaffolded materials for visual-heavy content
- Extended time for map quizzes, short answer responses, research projects, and global issue presentations
- Options for oral or dictated responses on writing assignments
- Reduced or prioritized assignments to focus on essential geography content and minimize overload
- Use of assistive technology
- Access to breaks as needed during simulations, current event debates, or film-based learning
- Alternative assessment options such as current event scrapbooks, interactive timelines, or infographics
- Quiet testing environments for map analysis and cumulative assessments
- Organizational supports including graphic organizers for evaluating regional characteristics, charting global issue trends, and research outlines

Multilingual Language Learners (MLL):

- Coordination with ESL teachers to ensure geography content and vocabulary are accessible and culturally responsive
- Audio versions or bilingual copies of key readings and case studies when available
- Use of translation dictionaries, bilingual word walls, and labeled visual supports for geographic features and global issue terminology
- Option to respond orally or visually rather than in extended written format
- Access to technology tools for translation, guided writing, and vocabulary reinforcement
- Highlighting of key terms and visual mapping of concepts such as push/pull factors, resource distribution, or conflict causes
- Graphic organizers that support comparisons across countries, identification of global patterns, and regional analysis
- Peer support opportunities in cooperative projects, debates, or simulations (e.g., Model UN-style activities)
- Use of real-world visuals to reinforce content
- Modified assignments emphasizing critical content without overwhelming language demand
- Scaffolding tools such as sentence stems for explaining regional differences or making global comparisons

At-Risk Students:

- Small-group instruction or check-ins focused on map skills, thematic vocabulary, and application of global concepts
- Clear, step-by-step modeling of tasks such as interpreting demographic data or constructing an argument about a global issue
- Personal connections emphasized through localized examples and culturally relevant case studies
- Frequent progress monitoring and formative feedback on understanding of world regions or current event awareness
- Scaffolded learning tasks such as guided research questions, tiered articles, and two-column note-taking
- Peer mentoring or cooperative learning structures for presentations and research
- Interactive and hands-on learning opportunities such as digital mapping tools, globe-based challenges, or issue-based simulations
- Flexible deadlines and opportunities to revise infographics, visual essays, or oral presentations
- Regular academic and emotional check-ins to ensure student confidence with complex global themes

- Use of positive reinforcement and goal-setting linked to content mastery and participation

Gifted Students:

- Opportunities for extended inquiry into global issues beyond the curriculum
- Access to current academic sources, international policy briefs, and thematic data sets for independent analysis
- Promotion of student-directed research with open-ended project formats
- Emphasis on interdisciplinary connections
- Roles as facilitators, project leaders, or model debate participants in classroom discussions
- Encouragement of civic engagement or activism tied to coursework
- Assignments promoting synthesis and creative expression such as creating interactive global timelines, digital story maps, or comparative reports
- Emphasis on analyzing multiple geographic perspectives and regional biases in global issue representation

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, OnCourse Classroom, Google apps, Microsoft Office apps

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technolog on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plar of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical

implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.

Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Career Readiness, Life Literacies and Key Skills Practice

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Unit 2: Central/South America & The Caribbean

Content Area: **Social Studies**
Course(s): **World Geography and Global Issues**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This curriculum unit is designed to provide students with a comprehensive understanding of Central and South America, as well as the Caribbean, focusing on the region's geographical diversity, cultural richness, and contemporary issues. By exploring various aspects of these regions, students will gain insight into the complexities of their societies, economies, and environmental challenges. This unit aims to broaden students' perspectives on the diverse cultures and landscapes of Central and South America and the Caribbean, highlighting the historical significance and modern-day dynamics that shape these regions.

Enduring Understandings

1. Students will understand that Central and South America, along with the Caribbean, are characterized by diverse physical landscapes and rich cultural heritages, which have shaped the identities and traditions of the region's people.
2. Students will understand that the economies of Brazil, Venezuela, Argentina, and other countries in the region have experienced significant fluctuations, influenced by both internal factors and global economic trends, impacting the lives and development of their populations.
3. Students will understand that the ancient civilizations of the Mayans and Aztecs made significant contributions to global culture and knowledge, and their legacies continue to influence modern societies in Central and South America.
4. Students will understand that the Amazon Rainforest is a critical component of the global ecosystem, facing severe environmental threats that require international cooperation and sustainable practices to preserve its biodiversity and ecological functions.

Essential Questions

- How do the diverse physical landscapes and cultural heritages of South America and the Caribbean shape the identities and traditions of their people?
- In what ways have economic fluctuations in countries like Brazil, Venezuela, and Argentina impacted the daily lives and development of their populations?
- What are the enduring legacies of the Mayan and Aztec civilizations, and how do they continue to influence contemporary societies in Central and South America?
- How does the Amazon Rainforest contribute to the global ecosystem, and what are the most pressing environmental threats it faces today?
- How do internal factors and global economic trends interact to influence the economies of South American and Caribbean nations?
- What role does international cooperation play in addressing the environmental challenges faced by the Amazon Rainforest and other critical ecosystems in South America and the Caribbean?

Unit Summative Assessment and Alternate Assessment Options

- Students will create a detailed map and accompanying report on a selected African region, highlighting its physical geography, climate, natural resources, and how these factors influence human activities
- Formal Assessments such as classwork, quizzes, and tests
- Research Based Presentations
- Diagrams of Geographical Understanding
- Written Responses through group sessions
- Quarterly Exams

Resources

Textbook, Regional Maps, and Sectional Assessments from **World Geography: Building a Global Perspective by Thomas J. Baerwald & Celeste Fraser**

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Geography & Understanding of Central/South America & The Caribbean 4-5 Days	Identify and describe key physical features, climate zones, and ecosystems of the region, including the Andes Mountains, Amazon Rainforest, and Caribbean archipelago. Analyze the impact of European colonization on indigenous populations, culture, land use, and the development of modern political boundaries.	Physical Geography Puzzle: Students label and assemble maps identifying major landforms, rivers, and countries in the region. Primary Source Analysis: Analyze historical excerpts from colonial-era documents, independence movements, or indigenous perspectives to understand cultural impacts. Environmental Issue Research: Students investigate an environmental issue (e.g., deforestation in the Amazon, coral bleaching in the Caribbean) and create a digital presentation.	Conduct Class Discussions and student responses throughout each class Digital Map Creation A test with a mix of map-based questions, multiple-choice, and short-answer questions. 3-5 paragraph research report on a specific environmental challenge facing one of the regions
Economics of the Continent 2-3 Days	Examine the role of agriculture (e.g., cash crops, subsistence farming), tourism, and natural resources in shaping the economies of countries in this region. Evaluate the consequences of deforestation, mining, and environmental degradation on ecosystems and indigenous communities, particularly in the Amazon Basin.	Music and Culture Exploration: Use audio and video samples to explore the influence of African, European, and Indigenous cultures in music genres like reggae, samba, and salsa. Simulation or Role Play: Model a United Nations discussion on environmental protection and indigenous rights in the Amazon, with students representing different stakeholders. Map-Based Learning Activities: Students use political, physical, and thematic maps to identify countries, major landforms, natural resources, migration patterns, and climate zones. Emphasis is placed on spatial	Student research evaluation and presentation Grade on student groups/ participation in the simulation and the effectiveness of their negotiation strategies

		reasoning and regional interdependence.	
Historical Cultural Influence on the Present-Day 2-3 Days	Investigate the effects of urbanization, migration (internal and external), and social inequality in megacities such as São Paulo, Mexico City, and Havana. Explore the cultural diversity of the region, including language, music, religious practices, and syncretic traditions, and how they are affected by globalization.	Case Studies and Comparative Analysis: Students analyze specific countries (e.g., Brazil, Cuba, Colombia, or Haiti) to investigate how geography, history, and global issues intersect. Students compare development indicators, political systems, or cultural practices. Project-Based Research: Students select a global issue (e.g., deforestation, climate change, narco-economies, tourism dependency, or urban inequality) and research how it manifests in one or more countries of the region. Projects may take the form of posters, slide decks, or video essays. Cultural Inquiry Activities: Students explore the diversity of language, religion, food, music, and festivals in the region, using media, guest speakers (if available), or classroom celebrations to understand regional identity and multiculturalism.	Classroom discussion Class Presentation and findings on Mayans & Aztecs Mayan/ Aztec Quiz
The Amazon Rain Forest and Its Role in the World 2-3 Days	Assess contemporary political and social issues such as drug trafficking, corruption, populism, and international trade agreements.	Simulation/Role-Play: Students participate in a simulation (e.g., a Latin American trade summit or an OAS meeting) where they represent different countries and negotiate policies or treaties. Historical Impact Discussions: In guided seminars or Socratic circles, students evaluate the lasting effects of colonization, revolutions, and foreign intervention on the political and social structures of the	Classroom Discussion Classroom Debate Group Presentations on threats facing the Amazon Rainforest coinciding with a rubric.

		region. Current Events Analysis: Students track and present on recent news stories from across the region, focusing on political developments, environmental issues, migration crises, or cultural milestones. These can be presented weekly or as part of a recurring classroom segment. Visual and Data Literacy Activities: Students interpret graphs, development index data, satellite images (e.g., deforestation patterns), or infographics to support evidence-based analysis of regional issues.	

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1	U.S. History: America in the World
	Geography, People, and the Environment: Human Population Patterns
	Physical and human characteristics affect where people live (settle).
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
	Geography, People, and the Environment: Spatial Views of the World
	A map is a symbolic representation of selected characteristics of a place.
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
	Geographic data can be used to identify cultural and environmental characteristics of places.
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
	Geography, People, and the Environment: Human Environment Interaction
	Environmental characteristics influence how and where people live.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.3	Active Citizenship in the 21st Century
	Geography, People and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Suggested Modifications for Students with Disabilities, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*

- Regular collaboration between the geography teacher and special education staff to adapt instruction for both content knowledge and skill-building
- Preferential seating to help students stay focused during map-based instruction, current event analysis, or multimedia presentations
- Printed and highlighted note templates and key term glossaries for each unit
- Modified assessments that prioritize essential understandings
- Repetition and clarification of instructions, especially for map-based tasks or project-based assignments
- Read-aloud of questions, texts, or graphic data when appropriate, particularly for assessments or global case studies
- Extended time on tests, writing assignments, and regional or global issue-based projects
- Alternative assessment formats such as oral responses, annotated maps, visual presentations, or current event journals
- Use of assistive technology such as speech-to-text for reflective writing or text-to-speech for complex nonfiction readings
- Opportunities for breaks during extended multimedia segments, independent research, or writing tasks
- Quiet space for testing and independent work, especially when analyzing sources or completing mapping tasks
- Use of graphic organizers for comparing countries, tracking causes/effects of global trends, or planning presentations
- Structured timelines and organizational support for completing long-term global issue investigations or group presentations

504-Eligible Students:*

- Active communication with counselors and support staff to ensure consistency in implementing geography-specific accommodations
- Preferential seating during multimedia, map analysis, and group discussions to reduce distractions

- Access to printed and scaffolded materials for visual-heavy content
- Extended time for map quizzes, short answer responses, research projects, and global issue presentations
- Options for oral or dictated responses on writing assignments
- Reduced or prioritized assignments to focus on essential geography content and minimize overload
- Use of assistive technology
- Access to breaks as needed during simulations, current event debates, or film-based learning
- Alternative assessment options such as current event scrapbooks, interactive timelines, or infographics
- Quiet testing environments for map analysis and cumulative assessments
- Organizational supports including graphic organizers for evaluating regional characteristics, charting global issue trends, and research outlines

Multilingual Language Learners (MLL):

- Coordination with ESL teachers to ensure geography content and vocabulary are accessible and culturally responsive
- Audio versions or bilingual copies of key readings and case studies when available
- Use of translation dictionaries, bilingual word walls, and labeled visual supports for geographic features and global issue terminology
- Option to respond orally or visually rather than in extended written format
- Access to technology tools for translation, guided writing, and vocabulary reinforcement
- Highlighting of key terms and visual mapping of concepts such as push/pull factors, resource distribution, or conflict causes
- Graphic organizers that support comparisons across countries, identification of global patterns, and regional analysis
- Peer support opportunities in cooperative projects, debates, or simulations (e.g., Model UN-style activities)
- Use of real-world visuals to reinforce content
- Modified assignments emphasizing critical content without overwhelming language demand
- Scaffolding tools such as sentence stems for explaining regional differences or making global comparisons

At-Risk Students:

- Small-group instruction or check-ins focused on map skills, thematic vocabulary, and application of global concepts
- Clear, step-by-step modeling of tasks such as interpreting demographic data or constructing an argument about a global issue
- Personal connections emphasized through localized examples and culturally relevant case studies
- Frequent progress monitoring and formative feedback on understanding of world regions or current event awareness
- Scaffolded learning tasks such as guided research questions, tiered articles, and two-column note-taking
- Peer mentoring or cooperative learning structures for presentations and research
- Interactive and hands-on learning opportunities such as digital mapping tools, globe-based challenges, or issue-based simulations
- Flexible deadlines and opportunities to revise infographics, visual essays, or oral presentations
- Regular academic and emotional check-ins to ensure student confidence with complex global themes
- Use of positive reinforcement and goal-setting linked to content mastery and participation

Gifted Students:

- Opportunities for extended inquiry into global issues beyond the curriculum
- Access to current academic sources, international policy briefs, and thematic data sets for independent analysis
- Promotion of student-directed research with open-ended project formats
- Emphasis on interdisciplinary connections
- Roles as facilitators, project leaders, or model debate participants in classroom discussions
- Encouragement of civic engagement or activism tied to coursework

- Assignments promoting synthesis and creative expression such as creating interactive global timelines, digital story maps, or comparative reports
- Emphasis on analyzing multiple geographic perspectives and regional biases in global issue representation

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, OnCourse Classroom, Google apps, Microsoft Office apps

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Unit 3: North America

Content Area: **Social Studies**
Course(s): **World Geography and Global Issues**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This curriculum unit is designed to provide students with a comprehensive understanding of the political systems, geographic diversity, and unique natural phenomena of the United States and Canada. By exploring these aspects, students will gain insight into the historical development and current structures of North American governments, the diverse landscapes that shape human activity, and the cultural and economic characteristics of specific regions. This will include their historical development, foundational principles, and current governmental structures, as well as focusing on the geographic and cultural study of New Jersey's counties, providing students with a detailed understanding of the state's diverse regions.

Enduring Understandings

- Students will understand that the political systems of the United States and Canada are deeply rooted in their historical development, cultural values, and foundational principles
- Students will understand that New Jersey's counties exhibit a rich diversity in geographic, cultural, and economic characteristics, which together contribute to their live and opportunities
- Students will understand that the significant geographic features of North America have profound effects on the environment, climate, and human activities, shaping settlement patterns and economic development across the continent.
- Students will understand that the unique and unusual natural phenomena found in North America are the result of complex geological and environmental processes, providing insight into the dynamic and ever-changing nature of the Earth.

Essential Questions

- What are the key differences and similarities between the political systems of the United States and Canada, and how do these differences influence the governance and policies of each country?
- How have historical events and cultural values shaped the development of the political systems in the United States and Canada, and what impact do these systems have on their roles in global affairs?
- How do the geographic location, cultural heritage, and economic activities of New Jersey's counties contribute to the overall identity and diversity of the state?
- In what ways do the local government structures and community dynamics within New Jersey's counties reflect broader state and national political trends?
- How do significant geographic features such as the Rocky Mountains and Tornado Alley affect weather patterns, environmental conditions, and human activities in North America?
- What can the study of unique natural phenomena in North America, such as the Northern Lights & Grand Canyon, teach us about the geological and environmental process that shape the Continent?

Unit Summative Assessment and Alternate Assessment Options

- Students will create a detailed map and accompanying report on a selected African region, highlighting its physical geography, climate, natural resources, and how these factors influence human activities
- Formal Assessments such as classwork, quizzes, and tests
- Research Based Presentations
- Diagrams of Geographical Understanding
- Written Responses through group sessions
- Quarterly Exams

Resources

Textbook, Regional Maps, and Sectional Assessments from **World Geography: Building a Global Perspective by Thomas J. Baerwald & Celeste Fraser**

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
The United States and Canada's Respective Governments 4-5 Days	Identify and describe the major physical features, climate regions, and resource distributions of North America, including mountain ranges, river systems, plains, and coastlines. Analyze the historical development and regional variations in population distribution, migration trends, and urban growth across the United States, Canada, and Mexico.	Map-Based Learning Activities: Students identify and analyze major geographical features (e.g., Great Plains, Rocky Mountains, Great Lakes), urban centers, and population clusters through physical, political, and thematic maps. Case Studies and Comparative Analysis: Students explore specific regional issues such as border dynamics between the U.S. and Mexico, Indigenous land rights in Canada, or rural depopulation in the U.S. Midwest.	Class Presentations along w/ assigned Rubric Reflective essay on historical and cultural foundations have influencing current political systems
The State of New Jersey 2- 3 Days	Evaluate the economic structures and trade relationships within and between the nations of North America, including the effects of NAFTA/USMCA and global trade. Examine the environmental challenges facing the region, such as water scarcity, wildfires, energy consumption, and pollution, along with national and local sustainability efforts.	Project-Based Research: Students investigate a North American issue such as the effects of climate change on coastal cities, cross-border trade impacts, or the development of renewable energy sectors. Projects culminate in digital or visual presentations. Cultural Inquiry Activities: Students examine the cultural geography of North America through foodways, languages, immigration narratives, or media representations of place and identity.	New Jersey Notes Worksheet New Jersey Counties Map New Jersey Quiz
Diverse Landscapes and Weather in America 3-4 Days	Explore cultural diversity and identity in North America through immigration history, Indigenous populations, regional traditions, and the influence of media and technology. Assess the political systems and global influence of North American nations, with a focus	Simulation/Role-Play: Students participate in a mock summit on climate policy or trade agreements involving the U.S., Canada, and Mexico, using research to take on national or stakeholder roles. Historical Impact Discussions: Using primary and secondary sources, students explore the	Digital Weather Map Creation of the Rocky Mountains & Weather Patterns Infographic detailing the risk factors of living in Tornado Alley

	on policy-making, international relations, and social justice movements.	impact of colonization, westward expansion, or the civil rights movement on regional development and current issues.	
Geological Wonders of North America 4-5 Days	Compare and contrast regional development patterns in rural and urban settings, including access to services, quality of life, and demographic shifts.	Current Events Analysis: Students follow ongoing regional issues—such as Indigenous sovereignty disputes, immigration reform, or energy debates—and present findings in brief news roundups or reflective essays. Visual and Data Literacy Activities: Students interpret demographic data, electoral maps, climate graphs, and economic statistics to make regional comparisons or policy proposals.	Geological Formation Notes Quiz Virtual Field Trip Essay United States Map Test

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1	U.S. History: America in the World
	Geography, People, and the Environment: Human Population Patterns
	Physical and human characteristics affect where people live (settle).
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
	Geography, People, and the Environment: Spatial Views of the World
	A map is a symbolic representation of selected characteristics of a place.
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
	Geographic data can be used to identify cultural and environmental characteristics of places.
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
	Geography, People, and the Environment: Human Environment Interaction
	Environmental characteristics influence how and where people live.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.3	Active Citizenship in the 21st Century
	Geography, People and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Suggested Modifications for Students with Disabilities, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*

- Regular collaboration between the geography teacher and special education staff to adapt instruction for both content knowledge and skill-building
- Preferential seating to help students stay focused during map-based instruction, current event analysis, or multimedia presentations
- Printed and highlighted note templates and key term glossaries for each unit
- Modified assessments that prioritize essential understandings
- Repetition and clarification of instructions, especially for map-based tasks or project-based assignments
- Read-aloud of questions, texts, or graphic data when appropriate, particularly for assessments or global case studies
- Extended time on tests, writing assignments, and regional or global issue-based projects
- Alternative assessment formats such as oral responses, annotated maps, visual presentations, or current event journals
- Use of assistive technology such as speech-to-text for reflective writing or text-to-speech for complex nonfiction readings
- Opportunities for breaks during extended multimedia segments, independent research, or writing tasks
- Quiet space for testing and independent work, especially when analyzing sources or completing mapping tasks
- Use of graphic organizers for comparing countries, tracking causes/effects of global trends, or planning presentations
- Structured timelines and organizational support for completing long-term global issue investigations or group presentations

504-Eligible Students:*

- Active communication with counselors and support staff to ensure consistency in implementing geography-specific accommodations

- Preferential seating during multimedia, map analysis, and group discussions to reduce distractions
- Access to printed and scaffolded materials for visual-heavy content
- Extended time for map quizzes, short answer responses, research projects, and global issue presentations
- Options for oral or dictated responses on writing assignments
- Reduced or prioritized assignments to focus on essential geography content and minimize overload
- Use of assistive technology
- Access to breaks as needed during simulations, current event debates, or film-based learning
- Alternative assessment options such as current event scrapbooks, interactive timelines, or infographics
- Quiet testing environments for map analysis and cumulative assessments
- Organizational supports including graphic organizers for evaluating regional characteristics, charting global issue trends, and research outlines

Multilingual Language Learners (MLL):

- Coordination with ESL teachers to ensure geography content and vocabulary are accessible and culturally responsive
- Audio versions or bilingual copies of key readings and case studies when available
- Use of translation dictionaries, bilingual word walls, and labeled visual supports for geographic features and global issue terminology
- Option to respond orally or visually rather than in extended written format
- Access to technology tools for translation, guided writing, and vocabulary reinforcement
- Highlighting of key terms and visual mapping of concepts such as push/pull factors, resource distribution, or conflict causes
- Graphic organizers that support comparisons across countries, identification of global patterns, and regional analysis
- Peer support opportunities in cooperative projects, debates, or simulations (e.g., Model UN-style activities)
- Use of real-world visuals to reinforce content
- Modified assignments emphasizing critical content without overwhelming language demand
- Scaffolding tools such as sentence stems for explaining regional differences or making global comparisons

At-Risk Students:

- Small-group instruction or check-ins focused on map skills, thematic vocabulary, and application of global concepts
- Clear, step-by-step modeling of tasks such as interpreting demographic data or constructing an argument about a global issue
- Personal connections emphasized through localized examples and culturally relevant case studies
- Frequent progress monitoring and formative feedback on understanding of world regions or current event awareness
- Scaffolded learning tasks such as guided research questions, tiered articles, and two-column note-taking
- Peer mentoring or cooperative learning structures for presentations and research
- Interactive and hands-on learning opportunities such as digital mapping tools, globe-based challenges, or issue-based simulations
- Flexible deadlines and opportunities to revise infographics, visual essays, or oral presentations
- Regular academic and emotional check-ins to ensure student confidence with complex global themes
- Use of positive reinforcement and goal-setting linked to content mastery and participation

Gifted Students:

- Opportunities for extended inquiry into global issues beyond the curriculum
- Access to current academic sources, international policy briefs, and thematic data sets for independent analysis
- Promotion of student-directed research with open-ended project formats
- Emphasis on interdisciplinary connections
- Roles as facilitators, project leaders, or model debate participants in classroom discussions
- Encouragement of civic engagement or activism tied to coursework

- Assignments promoting synthesis and creative expression such as creating interactive global timelines, digital story maps, or comparative reports
- Emphasis on analyzing multiple geographic perspectives and regional biases in global issue representation

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, OnCourse Classroom, Google apps, Microsoft Office apps

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Unit 4: Antarctica

Content Area: **Social Studies**
Course(s): **World Geography and Global Issues**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit explores the unique and mysterious continent of Antarctica, focusing on its geographical features, hidden anomalies, and the scientific research conducted there. Students will investigate the mysteries of Antarctica, including theories about hidden anomalies beneath the ice, and examine the significance of historical and modern scientific expeditions, such as those led by Richard E. Byrd, including Operation Highjump. The unit also highlights the importance of international cooperation in preserving Antarctica's fragile environment and ensuring its use for peaceful scientific research.

Enduring Understandings

- Antarctica's unique geographic and environmental conditions provide valuable insights into Earth's climate, ecosystems, and geological history.
- Scientific research in Antarctica, including the exploration of hidden anomalies, is critical to understanding global environmental processes and potential impacts on the planet.
- International cooperation is essential in preserving Antarctica's environment, regulating scientific activities, and maintaining peace in this globally shared region.
- Historical expeditions, such as those led by Richard E. Byrd, played a significant role in opening up Antarctica to scientific exploration and understanding.

Essential Questions

- What makes Antarctica a unique and critical location for scientific research?
- How have theories about hidden anomalies in Antarctica influenced scientific inquiry and public imagination?
- What role has Richard E. Byrd's Operation Highjump played in the exploration and understanding of Antarctica?
- Why is international cooperation vital in preserving Antarctica and regulating scientific activities?

Unit Summative Assessment and Alternate Assessment Options

- Students will create a detailed map and accompanying report on a selected African region, highlighting its physical geography, climate, natural resources, and how these factors influence human activities
- Formal Assessments such as classwork, quizzes, and tests
- Research Based Presentations
- Diagrams of Geographical Understanding
- Written Responses through group sessions
- Quarterly Exams

Resources

Textbook, Regional Maps, and Sectional Assessments from **World Geography: Building a Global Perspective by Thomas J. Baerwald & Celeste Fraser**

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Antarctica's Climate & Ecosystem 3-4 Days	Identify and describe the physical geography and climate of Antarctica, including its polar climate, glacial landscapes, and key geographic features such as the Transantarctic Mountains and ice shelves. Understand the unique status of Antarctica under the Antarctic Treaty System, including its role as a continent dedicated to peace, science, and international cooperation.	Map-Based Learning Activities: Students examine polar projection maps to identify geographic zones, research stations, surrounding oceans, and territorial claims by various countries. Case Studies and Comparative Analysis: Students analyze the role of Antarctica in global climate research compared to other fragile ecosystems like the Arctic or the Amazon.	Written lab report from online research and resources Class Discussions on research findings Antarctica Ecosystem Quiz
Unexplained Anomalies of Antarctica 2-3 Days	Evaluate the scientific importance of Antarctica in studying climate change, glaciology, marine ecosystems, and atmospheric conditions. Examine the environmental threats facing Antarctica, such as global warming, melting ice sheets, biodiversity risks, and the impacts of tourism and human activity	Project-Based Research: Students research a key topic—such as the Antarctic Treaty, melting ice shelves, or krill populations—and present findings via multimedia projects, infographics, or interactive displays. Cultural Inquiry Activities: Though Antarctica lacks an Indigenous population, students explore the history of exploration, scientific discovery, and the culture of polar research teams through journals, films, or biographies.	Group Presentations on research of anomalies along with Rubric Class Debate on the Origins of Antarctica's strange anomalies
International Cooperation in Antarctica 2-3 Days	Analyze the geopolitical interests in Antarctica, including territorial claims, resource potential, and debates over future exploration and conservation.	Simulation/Role-Play: Students participate in a simulation of an Antarctic Treaty consultative meeting, representing nations or interest groups to debate tourism, research access, or resource conservation.	Venn Diagram on similarities and differences in Multiple Countries Stationed in Antarctica and their scientific goals. Quiz on Case Studies

	Explore the challenges of human survival and habitation in extreme environments, including research stations, logistics, and adaptation technologies.	Historical Impact Discussions: Students discuss the Age of Exploration's southern voyages, early expeditions by Amundsen and Shackleton, and how these shaped international interest in the continent.	
Operation Highjump and Antarctica Explorations 3-4 Days	Reflect on the symbolic, ecological, and strategic significance of Antarctica in global discussions about sustainability and environmental responsibility.	Current Events Analysis: Students analyze current articles and scientific reports on Antarctic research, climate data, and policy shifts, engaging in regular class discussions or response journals. Visual and Data Literacy Activities: Students interpret satellite imagery, climate models, ice core data, and global temperature trend maps to understand Antarctica's role in the Earth's climate system.	Detailed maps tracing Byrd's routes, including significant landmarks, scientific research, and strange anomalies Create a documentary that explores the legacy of Richard E. Byrd's Antarctic expeditions and how they paved the way for alternate theories of Humanity and life on Earth

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1	U.S. History: America in the World
	Geography, People, and the Environment: Human Population Patterns
	Physical and human characteristics affect where people live (settle).
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
	Geography, People, and the Environment: Spatial Views of the World
	A map is a symbolic representation of selected characteristics of a place.
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
	Geographic data can be used to identify cultural and environmental characteristics of places.
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
	Geography, People, and the Environment: Human Environment Interaction
	Environmental characteristics influence how and where people live.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.3	Active Citizenship in the 21st Century
	Geography, People and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Suggested Modifications for Students with Disabilities, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*

- Regular collaboration between the geography teacher and special education staff to adapt instruction for both content knowledge and skill-building
- Preferential seating to help students stay focused during map-based instruction, current event analysis, or multimedia presentations
- Printed and highlighted note templates and key term glossaries for each unit
- Modified assessments that prioritize essential understandings
- Repetition and clarification of instructions, especially for map-based tasks or project-based assignments
- Read-aloud of questions, texts, or graphic data when appropriate, particularly for assessments or global case studies
- Extended time on tests, writing assignments, and regional or global issue-based projects
- Alternative assessment formats such as oral responses, annotated maps, visual presentations, or current event journals
- Use of assistive technology such as speech-to-text for reflective writing or text-to-speech for complex nonfiction readings
- Opportunities for breaks during extended multimedia segments, independent research, or writing tasks
- Quiet space for testing and independent work, especially when analyzing sources or completing mapping tasks
- Use of graphic organizers for comparing countries, tracking causes/effects of global trends, or planning presentations
- Structured timelines and organizational support for completing long-term global issue investigations or group presentations

504-Eligible Students:*

- Active communication with counselors and support staff to ensure consistency in implementing geography-specific accommodations
- Preferential seating during multimedia, map analysis, and group discussions to reduce distractions

- Access to printed and scaffolded materials for visual-heavy content
- Extended time for map quizzes, short answer responses, research projects, and global issue presentations
- Options for oral or dictated responses on writing assignments
- Reduced or prioritized assignments to focus on essential geography content and minimize overload
- Use of assistive technology
- Access to breaks as needed during simulations, current event debates, or film-based learning
- Alternative assessment options such as current event scrapbooks, interactive timelines, or infographics
- Quiet testing environments for map analysis and cumulative assessments
- Organizational supports including graphic organizers for evaluating regional characteristics, charting global issue trends, and research outlines

Multilingual Language Learners (MLL):

- Coordination with ESL teachers to ensure geography content and vocabulary are accessible and culturally responsive
- Audio versions or bilingual copies of key readings and case studies when available
- Use of translation dictionaries, bilingual word walls, and labeled visual supports for geographic features and global issue terminology
- Option to respond orally or visually rather than in extended written format
- Access to technology tools for translation, guided writing, and vocabulary reinforcement
- Highlighting of key terms and visual mapping of concepts such as push/pull factors, resource distribution, or conflict causes
- Graphic organizers that support comparisons across countries, identification of global patterns, and regional analysis
- Peer support opportunities in cooperative projects, debates, or simulations (e.g., Model UN-style activities)
- Use of real-world visuals to reinforce content
- Modified assignments emphasizing critical content without overwhelming language demand
- Scaffolding tools such as sentence stems for explaining regional differences or making global comparisons

At-Risk Students:

- Small-group instruction or check-ins focused on map skills, thematic vocabulary, and application of global concepts
- Clear, step-by-step modeling of tasks such as interpreting demographic data or constructing an argument about a global issue
- Personal connections emphasized through localized examples and culturally relevant case studies
- Frequent progress monitoring and formative feedback on understanding of world regions or current event awareness
- Scaffolded learning tasks such as guided research questions, tiered articles, and two-column note-taking
- Peer mentoring or cooperative learning structures for presentations and research
- Interactive and hands-on learning opportunities such as digital mapping tools, globe-based challenges, or issue-based simulations
- Flexible deadlines and opportunities to revise infographics, visual essays, or oral presentations
- Regular academic and emotional check-ins to ensure student confidence with complex global themes
- Use of positive reinforcement and goal-setting linked to content mastery and participation

Gifted Students:

- Opportunities for extended inquiry into global issues beyond the curriculum
- Access to current academic sources, international policy briefs, and thematic data sets for independent analysis
- Promotion of student-directed research with open-ended project formats
- Emphasis on interdisciplinary connections
- Roles as facilitators, project leaders, or model debate participants in classroom discussions
- Encouragement of civic engagement or activism tied to coursework

- Assignments promoting synthesis and creative expression such as creating interactive global timelines, digital story maps, or comparative reports
- Emphasis on analyzing multiple geographic perspectives and regional biases in global issue representation

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, OnCourse Classroom, Google apps, Microsoft Office apps

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Unit 5: Europe

Content Area: **Social Studies**
Course(s): **World Geography and Global Issues**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit provides a comprehensive exploration of modern Europe, examining its diverse cultures, historical events, and significant geopolitical changes. Students will study the unique characteristics of European countries, analyze the impact of World War II and the Cold War, and explore the region's transformations throughout the 20th century. The unit will also delve into contemporary issues, focusing on the ongoing conflicts between Russia and Ukraine, as well as the roles and impacts of NATO, the European Union, and Brexit.

Enduring Understandings

- The cultural diversity of Europe and how it is characterized by a rich tapestry of cultures, languages, and histories that shape the identities of its countries.
- The historical context and the geopolitical landscape of Europe which was profoundly influenced by World War II, the Cold War, and the subsequent realignments of power.
- The political reformation throughout the 20th century which saw significant reformation and movements reshaped Europe’s political boundaries and governance structures.
- The ongoing conflicts between Russia and Ukraine, and issues related to NATO, the EU, and Brexit have significant implications for Europe’s political and economic stability.

Essential Questions

- How do the diverse cultures, languages, and histories of European countries contribute to the continent's overall identity?
- What were the major geopolitical changes in Europe during and after World War II, and how did they shape the Cold War era?
- How did the reformation and independence movements in the 20th century impact Europe’s political landscape?
- What are the historical and contemporary factors driving the conflict between Russia and Ukraine?
- How have NATO, the European Union, and Brexit influenced Europe's political and economic dynamics?

Unit Summative Assessment and Alternate Assessment Options

- Students will create a detailed map and accompanying report on a selected African region, highlighting its physical geography, climate, natural resources, and how these factors influence human activities
- Formal Assessments such as classwork, quizzes, and tests
- Research Based Presentations
- Diagrams of Geographical Understanding
- Written Responses through group sessions
- Quarterly Exams

Resources

Textbook, Regional Maps, and Sectional Assessments from **World Geography: Building a Global Perspective by Thomas J. Baerwald & Celeste Fraser**

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Cultural and Political Diversity of Europe 5-6 Days	Identify and describe major physical features, climate zones, and regions of Europe, including the Alps, Mediterranean Basin, Northern European Plain, and major rivers such as the Danube and Rhine. Analyze the historical development of Europe's political geography, including the formation of modern nation-states, the legacy of imperialism, and post–World War II changes.	Map-Based Learning Activities: Students work with physical, political, and cultural maps to identify key geographic features, EU member states, capital cities, and regional economic zones. Case Studies and Comparative Analysis: Students explore issues such as the impacts of Brexit on trade and migration, the Eurozone crisis, or regional independence movements (e.g., Catalonia, Scotland).	Map Quiz Group Presentation of European Nation Findings Reflective essay on the experience, discussing how the cultural diversity of Europe
European Nations/ Landscape, shaped by 20th Century Conflicts 5-6 Days	Evaluate the role and influence of the European Union in regional integration, trade, migration, and environmental regulation. Examine the effects of globalization on European cultures, economies, and demographic trends, including immigration and population aging.	Project-Based Research: Students research a European country or issue—such as urban planning in Scandinavia, sustainable energy in Germany, or tourism in Southern Europe—and present findings through visuals or presentations. Cultural Inquiry Activities: Students explore European culture through music, food, languages, architecture, and holidays. They may complete a "European Cultural Passport" activity or host a cultural fair.	Notes Sheet Completion Presentation with multimedia sources or create a documentary, assessed on the depth and accuracy of their research Class group debate presenting arguments and responds to opposing viewpoints, simulating Cold War negotiations
20th Century Political Movements in Europe 4-5 Days	Assess regional challenges such as nationalism, Brexit, energy dependence, and the refugee crisis in relation to Europe's global role. Explore the cultural diversity of Europe, including languages, religions, traditions, and shared European identity across different subregions.	Simulation/Role-Play: Students simulate a European Parliament debate, taking on the role of MEPs to address issues such as climate policy, refugee resettlement, or economic regulation. Historical Impact Discussions: Students evaluate the influence of historical events—like the Cold War,	Notes Sheet Students compile findings into a case study including maps of political boundaries before and after the movement, & a timeline of key events European Political Movement Test

		the fall of the Berlin Wall, and EU formation—on today's geopolitical climate.	
Russian/ Ukraine Conflict, NATIO, European Union, & Brexit 6-7 Days	Compare levels of development and quality of life indicators across European nations, and assess strategies for sustainability, innovation, and social welfare.	Current Events Analysis: Students follow and analyze major news stories related to Europe (e.g., NATO actions, political elections, environmental initiatives) and their global implications. Visual and Data Literacy Activities: Students interpret demographic charts, migration maps, energy usage data, and quality-of-life indices to evaluate economic and social trends across the continent.	Detailed analysis paper that examines the root causes of the conflict in Ukraine Graded Rubric on historical accuracy, effectiveness of their participation, overall preparation Individual student policy proposals including data analysis, charts, and graphs illustrating the effects of Brexit in a report

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1	U.S. History: America in the World
	Geography, People, and the Environment: Human Population Patterns
	Physical and human characteristics affect where people live (settle).
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
	Geography, People, and the Environment: Spatial Views of the World
	A map is a symbolic representation of selected characteristics of a place.
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
	Geographic data can be used to identify cultural and environmental characteristics of places.
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
	Geography, People, and the Environment: Human Environment Interaction
	Environmental characteristics influence how and where people live.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.3	Active Citizenship in the 21st Century
	Geography, People and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Suggested Modifications for Students with Disabilities, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*

- Regular collaboration between the geography teacher and special education staff to adapt instruction for both content knowledge and skill-building
- Preferential seating to help students stay focused during map-based instruction, current event analysis, or multimedia presentations
- Printed and highlighted note templates and key term glossaries for each unit
- Modified assessments that prioritize essential understandings
- Repetition and clarification of instructions, especially for map-based tasks or project-based assignments
- Read-aloud of questions, texts, or graphic data when appropriate, particularly for assessments or global case studies
- Extended time on tests, writing assignments, and regional or global issue-based projects
- Alternative assessment formats such as oral responses, annotated maps, visual presentations, or current event journals
- Use of assistive technology such as speech-to-text for reflective writing or text-to-speech for complex nonfiction readings
- Opportunities for breaks during extended multimedia segments, independent research, or writing tasks
- Quiet space for testing and independent work, especially when analyzing sources or completing mapping tasks
- Use of graphic organizers for comparing countries, tracking causes/effects of global trends, or planning presentations
- Structured timelines and organizational support for completing long-term global issue investigations or group presentations

504-Eligible Students:*

- Active communication with counselors and support staff to ensure consistency in implementing geography-specific accommodations
- Preferential seating during multimedia, map analysis, and group discussions to reduce distractions
- Access to printed and scaffolded materials for visual-heavy content
- Extended time for map quizzes, short answer responses, research projects, and global issue presentations
- Options for oral or dictated responses on writing assignments
- Reduced or prioritized assignments to focus on essential geography content and minimize overload
- Use of assistive technology
- Access to breaks as needed during simulations, current event debates, or film-based learning
- Alternative assessment options such as current event scrapbooks, interactive timelines, or infographics
- Quiet testing environments for map analysis and cumulative assessments
- Organizational supports including graphic organizers for evaluating regional characteristics, charting global issue trends, and research outlines

Multilingual Language Learners (MLL):

- Coordination with ESL teachers to ensure geography content and vocabulary are accessible and culturally responsive
- Audio versions or bilingual copies of key readings and case studies when available
- Use of translation dictionaries, bilingual word walls, and labeled visual supports for geographic features and global issue terminology
- Option to respond orally or visually rather than in extended written format
- Access to technology tools for translation, guided writing, and vocabulary reinforcement
- Highlighting of key terms and visual mapping of concepts such as push/pull factors, resource distribution, or conflict causes
- Graphic organizers that support comparisons across countries, identification of global patterns, and regional analysis
- Peer support opportunities in cooperative projects, debates, or simulations (e.g., Model UN-style activities)
- Use of real-world visuals to reinforce content
- Modified assignments emphasizing critical content without overwhelming language demand
- Scaffolding tools such as sentence stems for explaining regional differences or making global comparisons

At-Risk Students:

- Small-group instruction or check-ins focused on map skills, thematic vocabulary, and application of global concepts
- Clear, step-by-step modeling of tasks such as interpreting demographic data or constructing an argument about a global issue
- Personal connections emphasized through localized examples and culturally relevant case studies
- Frequent progress monitoring and formative feedback on understanding of world regions or current event awareness
- Scaffolded learning tasks such as guided research questions, tiered articles, and two-column note-taking
- Peer mentoring or cooperative learning structures for presentations and research

- Interactive and hands-on learning opportunities such as digital mapping tools, globe-based challenges, or issue-based simulations
- Flexible deadlines and opportunities to revise infographics, visual essays, or oral presentations
- Regular academic and emotional check-ins to ensure student confidence with complex global themes
- Use of positive reinforcement and goal-setting linked to content mastery and participation

Gifted Students:

- Opportunities for extended inquiry into global issues beyond the curriculum
- Access to current academic sources, international policy briefs, and thematic data sets for independent analysis
- Promotion of student-directed research with open-ended project formats
- Emphasis on interdisciplinary connections
- Roles as facilitators, project leaders, or model debate participants in classroom discussions
- Encouragement of civic engagement or activism tied to coursework
- Assignments promoting synthesis and creative expression such as creating interactive global timelines, digital story maps, or comparative reports
- Emphasis on analyzing multiple geographic perspectives and regional biases in global issue representation

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, OnCourse Classroom, Google apps, Microsoft Office apps

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Unit 6: Asia

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit provides an in-depth examination of Asia, focusing on its diverse geographical and cultural landscapes, significant historical events, and contemporary geopolitical and economic issues. Students will explore the rich cultural tapestry of Asian countries, the historical impact of Japan's militaristic policies during World War II, the aftermath of the Chinese Civil War, and China's rise as a global power. Additionally, the unit covers the complex relationship between China and Taiwan, major Middle Eastern conflicts, and the effects of the Vietnam War and the Cambodian Genocide on Southeast Asia.

Enduring Understandings

- Asia's immense geographical and cultural diversity profoundly influences its nations and their interactions on the global stage.
- Key historical events, including Japan's expansionism and the Chinese Civil War, have significantly shaped the political and social landscapes of Asia.
- China's rapid economic development and military expansion in the 21st century have transformed it into a major global power, affecting regional and global dynamics.
- Ongoing geopolitical issues, including the relationship between China and Taiwan, conflicts in the Middle East and wars against Radical Terrorism, and how they continue to shape international relations and regional stability and instability.

Essential Questions

- How does the geographical and cultural diversity of Asian countries contribute to their identities and regional interactions?
- What were the consequences of Japan's militaristic policies during World War II for Asia?
- How did the Chinese Civil War impact the political landscape of China and Taiwan?
- In what ways has China's rise as an economic and military power influenced global and regional dynamics?
- How have major conflicts in the Middle East and the rise of radical regimes shaped the region's contemporary issues?
- What were the impacts of the Vietnam War and the Cambodian Genocide on Southeast Asia?

Unit Summative Assessment and Alternate Assessment Options

- Students will create a detailed map and accompanying report on a selected African region, highlighting its physical geography, climate, natural resources, and how these factors influence human activities
- Formal Assessments such as classwork, quizzes, and tests
- Research Based Presentations
- Diagrams of Geographical Understanding
- Written Responses through group sessions
- Quarterly Exams

Resources

Textbook, Regional Maps, and Sectional Assessments from **World Geography: Building a Global Perspective by Thomas J. Baerwald & Celeste Fraser**

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Geographical Understanding of Asia 4-5 Days	Identify and describe the physical geography of Asia, including key landforms such as the Himalayas, Gobi Desert, and major river systems like the Yangtze, Indus, and Mekong. Analyze the cultural, linguistic, and religious diversity of Asia, including the influence of major world religions such as Hinduism, Buddhism, Islam, and Confucian traditions.	Map-Based Learning Activities: Students identify and examine the physical and political geography of Asia, including regional boundaries, capital cities, tectonic zones, and cultural regions.	Class Discussion Group collage Presentation on region, including language, religion, traditional clothing, cuisine, and historical figures Map Quiz
Japan's expansion in the 20th Century 3-4 Days	Examine the role of natural resources, industrial growth, and global trade in shaping economic development in various Asian subregions, including East, South, and Southeast Asia. Evaluate the impacts of population distribution, urbanization, and megacities on infrastructure, environment, and quality of life.	Case Studies and Comparative Analysis: Students compare countries such as China and India, or North and South Korea, analyzing differences in development, governance, technology, and environmental policy.	Notes Sheet Students will create a chronological timeline that highlights events in Japan's expansion (Territory, Military, & Economy).
Ramifications of the Chinese Civil War 3-4 Days	Assess contemporary global issues in Asia such as climate change, water scarcity, deforestation, pollution, and technological innovation.	Project-Based Research: Students investigate issues like the Belt and Road Initiative, monsoon impacts, Himalayan glacial melt, or the role of Asia in global technology markets, presenting their findings via digital posters or short	Create a social media account for one of the key figures from the Chinese Civil War. Formal class debate on possibility and interests for China to invade Taiwan

		videos. Cultural Inquiry Activities: Students explore festivals, art, cuisine, languages, and belief systems from across Asia. Optional activities could include creating a cultural artifact or writing a reflective travelogue based on research.	
Conflicts in the Middle East and their formations 6-7 Days	Explore the legacy of imperialism, colonization, and post-colonial movements, and how they have influenced political boundaries and national identities.	Simulation/Role-Play: Students simulate an international summit involving Asian nations and global powers to negotiate agreements on trade, climate, or regional security. Historical Impact Discussions: Students explore the effects of colonization, partition (e.g., India/Pakistan), revolution (e.g., China), and conflict (e.g., Vietnam War, Middle East tensions) on modern geopolitics.	Notes Sheet Conflicts in the Middle East Quiz Create a detailed map that marks the locations of these conflicts, their timelines Case study of a radical regime in the Middle East
Vietnam War and the Cambodian Genocide 7-8 Days	Compare development patterns and geopolitical tensions in the region, including the role of major powers (e.g., China, India, Japan) and regional organizations like ASEAN.	Current Events Analysis: Students analyze current issues such as protests in Hong Kong, India's digital economy, Japanese demographic challenges, or climate resilience in Southeast Asia. Visual and Data Literacy Activities: Students interpret charts, population pyramids, climate data, and development indices to better understand disparities and trends across subregions.	Student Movie Poster Essay on Movie/ Documentary and how its Historical Accuracy Notes Sheet Cambodian Genocide Quiz

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1	U.S. History: America in the World
	Geography, People, and the Environment: Human Population Patterns
	Physical and human characteristics affect where people live (settle).
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
	Geography, People, and the Environment: Spatial Views of the World
	A map is a symbolic representation of selected characteristics of a place.
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
	Geographic data can be used to identify cultural and environmental characteristics of places.
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
	Geography, People, and the Environment: Human Environment Interaction
	Environmental characteristics influence how and where people live.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.3	Active Citizenship in the 21st Century
	Geography, People and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Suggested Modifications for Students with Disabilities, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*

- Regular collaboration between the geography teacher and special education staff to adapt instruction for both content knowledge and skill-building
- Preferential seating to help students stay focused during map-based instruction, current event analysis, or multimedia presentations
- Printed and highlighted note templates and key term glossaries for each unit
- Modified assessments that prioritize essential understandings
- Repetition and clarification of instructions, especially for map-based tasks or project-based assignments
- Read-aloud of questions, texts, or graphic data when appropriate, particularly for assessments or global case studies
- Extended time on tests, writing assignments, and regional or global issue-based projects
- Alternative assessment formats such as oral responses, annotated maps, visual presentations, or current event journals
- Use of assistive technology such as speech-to-text for reflective writing or text-to-speech for complex nonfiction readings
- Opportunities for breaks during extended multimedia segments, independent research, or writing tasks
- Quiet space for testing and independent work, especially when analyzing sources or completing mapping tasks
- Use of graphic organizers for comparing countries, tracking causes/effects of global trends, or planning presentations
- Structured timelines and organizational support for completing long-term global issue investigations or group presentations

504-Eligible Students:*

- Active communication with counselors and support staff to ensure consistency in implementing geography-specific accommodations
- Preferential seating during multimedia, map analysis, and group discussions to reduce distractions
- Access to printed and scaffolded materials for visual-heavy content
- Extended time for map quizzes, short answer responses, research projects, and global issue presentations
- Options for oral or dictated responses on writing assignments
- Reduced or prioritized assignments to focus on essential geography content and minimize overload
- Use of assistive technology
- Access to breaks as needed during simulations, current event debates, or film-based learning
- Alternative assessment options such as current event scrapbooks, interactive timelines, or infographics
- Quiet testing environments for map analysis and cumulative assessments
- Organizational supports including graphic organizers for evaluating regional characteristics, charting global issue trends, and research outlines

Multilingual Language Learners (MLL):

- Coordination with ESL teachers to ensure geography content and vocabulary are accessible and culturally responsive
- Audio versions or bilingual copies of key readings and case studies when available
- Use of translation dictionaries, bilingual word walls, and labeled visual supports for geographic features and global issue terminology
- Option to respond orally or visually rather than in extended written format
- Access to technology tools for translation, guided writing, and vocabulary reinforcement
- Highlighting of key terms and visual mapping of concepts such as push/pull factors, resource distribution, or conflict causes
- Graphic organizers that support comparisons across countries, identification of global patterns, and regional analysis
- Peer support opportunities in cooperative projects, debates, or simulations (e.g., Model UN-style activities)
- Use of real-world visuals to reinforce content
- Modified assignments emphasizing critical content without overwhelming language demand
- Scaffolding tools such as sentence stems for explaining regional differences or making global comparisons

At-Risk Students:

- Small-group instruction or check-ins focused on map skills, thematic vocabulary, and application of global concepts
- Clear, step-by-step modeling of tasks such as interpreting demographic data or constructing an argument about a global issue
- Personal connections emphasized through localized examples and culturally relevant case studies
- Frequent progress monitoring and formative feedback on understanding of world regions or current event awareness
- Scaffolded learning tasks such as guided research questions, tiered articles, and two-column note-taking
- Peer mentoring or cooperative learning structures for presentations and research
- Interactive and hands-on learning opportunities such as digital mapping tools, globe-based challenges, or issue-based simulations
- Flexible deadlines and opportunities to revise infographics, visual essays, or oral presentations
- Regular academic and emotional check-ins to ensure student confidence with complex global themes
- Use of positive reinforcement and goal-setting linked to content mastery and participation

Gifted Students:

- Opportunities for extended inquiry into global issues beyond the curriculum
- Access to current academic sources, international policy briefs, and thematic data sets for independent analysis
- Promotion of student-directed research with open-ended project formats
- Emphasis on interdisciplinary connections
- Roles as facilitators, project leaders, or model debate participants in classroom discussions
- Encouragement of civic engagement or activism tied to coursework
- Assignments promoting synthesis and creative expression such as creating interactive global timelines, digital story maps, or comparative reports
- Emphasis on analyzing multiple geographic perspectives and regional biases in global issue representation

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, OnCourse Classroom, Google apps, Microsoft Office apps

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.

CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Career Readiness, Life Literacies and Key Skills Practice

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Unit 7: Australia

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit explores Australia's unique geographic features and the ocean life that surrounds it, along with the geological and environmental processes that shape the continent. Students will study Australia's diverse landscapes, from its arid interior to its lush coastal regions, and investigate the impact of Earth's processes on its geography. The unit will also focus on the rich marine ecosystems surrounding Australia, including the Great Barrier Reef, and how these ecosystems interact with geological and environmental factors.

Enduring Understandings

- Australia's diverse geographic features, from deserts to rainforests, are the result of complex geological processes and climatic conditions.
- The surrounding oceans, including the Great Barrier Reef, host unique marine life that is both influenced by and impacts Australia's geographic and environmental processes.
- The processes that shape the Earth, such as plate tectonics, erosion, and climate, have significant effects on Australia's landforms and ecosystems.
- The interaction between terrestrial and marine environments in Australia provides insights into the interconnectedness of natural systems and the challenges of preserving these ecosystems.

Essential Questions

- What are the key geographic features of Australia, and how do they result from Earth's processes?
- What geological and environmental processes have shaped Australia's landscapes and influenced its climate?
- How do terrestrial and marine environments in Australia interact, and what are the implications for conservation and environmental management?
- How do the unique ocean ecosystems around Australia, including the Great Barrier Reef, contribute to the continent's environmental diversity?

Unit Summative Assessment and Alternate Assessment Options

- Students will create a detailed map and accompanying report on a selected African region, highlighting its physical geography, climate, natural resources, and how these factors influence human activities
- Formal Assessments such as classwork, quizzes, and tests
- Research Based Presentations
- Diagrams of Geographical Understanding
- Written Responses through group sessions
- Quarterly Exams

Resources

Textbook, Regional Maps, and Sectional Assessments from **World Geography: Building a Global Perspective by Thomas J. Baerwald & Celeste Fraser**

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Australia Geographical Diversity 3-4 Days	Identify and describe the physical geography of Australia and Oceania, including deserts, coasts, coral reefs (e.g., the Great Barrier Reef), and surrounding island nations. Analyze the effects of Australia's unique climate, natural resources, and biodiversity on human settlement, economic activities, and environmental conservation. Explore the cultural heritage of Indigenous Australians, including the impact of colonization, land rights movements, and cultural preservation.	Map-Based Learning Activities: Students examine maps to identify major cities, physical features, ecosystems (e.g., Outback, Great Dividing Range), and island nations of Oceania. Case Studies and Comparative Analysis: Students explore topics such as the urban–rural divide in Australia, Aboriginal land use versus modern agriculture, or climate threats in Pacific Island nations. Project-Based Research: Students research major environmental or geopolitical topics such as coral reef preservation, bushfire management, or Australia's role in the UN and present their findings through digital portfolios or interactive timelines.	Blank map of Australia, students learn to identify and label key geographic features Map Quiz of Australia 3 Paragraph Essay on the Diversity of Australia's landscapes & Wildlife
Connecting Land and Sea in Australia 2-3 Days	Evaluate the role of Australia in regional and global contexts, including trade, environmental policy, and its relationships within the Asia-Pacific region. Examine environmental challenges facing Australia and Oceania, such as water scarcity, wildfires, coral bleaching, and rising sea levels. Compare patterns of urbanization, immigration, and multiculturalism in major	Cultural Inquiry Activities: Students investigate Indigenous Australian culture through art, oral traditions, Dreamtime stories, and contemporary issues facing Aboriginal communities. Simulation/Role-Play: Students simulate a regional environmental summit involving Australia and Pacific Island nations to address climate migration, ocean conservation, and sustainable	Marine Environment Quiz Class discussion on the connections they've identified Written reflection

	Australian cities and their influence on national identity.	energy policies. Historical Impact Discussions: Students examine Australia's colonial history, the Stolen Generations, and its shift toward reconciliation and multiculturalism in the 20th and 21st centuries.	
The Great Barrier Reef 2-3 Days	Assess the political systems and sustainability strategies of Australia and nearby nations, particularly in addressing global climate concerns and regional cooperation.	Current Events Analysis: Students review contemporary issues such as immigration policy, Australia's relationship with China, or water management in the Murray-Darling Basin. Visual and Data Literacy Activities: Students interpret environmental impact graphs, climate maps, economic indicators, and urban development data to assess sustainability and inequality in the region.	Students will participate in a virtual tour of the Great Barrier Reef using online resources Reflective writing activity: students answer the prompt: "How does the Great Barrier Reef contribute to the environmental diversity of Australia, and why is it crucial to protect this ecosystem?"

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1	U.S. History: America in the World
	Geography, People, and the Environment: Human Population Patterns
	Physical and human characteristics affect where people live (settle).
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
	Geography, People, and the Environment: Spatial Views of the World
	A map is a symbolic representation of selected characteristics of a place.
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
	Geographic data can be used to identify cultural and environmental characteristics of places.
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

	Geography, People, and the Environment: Human Environment Interaction
	Environmental characteristics influence how and where people live.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.3	Active Citizenship in the 21st Century
	Geography, People and the Environment: Global Interconnections
	Global interconnections occur between human and physical systems across different regions of the world.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Suggested Modifications for Students with Disabilities, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*

- Regular collaboration between the geography teacher and special education staff to adapt instruction for both content knowledge and skill-building
- Preferential seating to help students stay focused during map-based instruction, current event analysis, or multimedia presentations
- Printed and highlighted note templates and key term glossaries for each unit
- Modified assessments that prioritize essential understandings
- Repetition and clarification of instructions, especially for map-based tasks or project-based assignments
- Read-aloud of questions, texts, or graphic data when appropriate, particularly for assessments or global case studies
- Extended time on tests, writing assignments, and regional or global issue-based projects
- Alternative assessment formats such as oral responses, annotated maps, visual presentations, or current event journals
- Use of assistive technology such as speech-to-text for reflective writing or text-to-speech for complex nonfiction readings
- Opportunities for breaks during extended multimedia segments, independent research, or writing tasks
- Quiet space for testing and independent work, especially when analyzing sources or completing mapping tasks
- Use of graphic organizers for comparing countries, tracking causes/effects of global trends, or planning presentations
- Structured timelines and organizational support for completing long-term global issue investigations or group presentations

504-Eligible Students:*

- Active communication with counselors and support staff to ensure consistency in implementing geography-specific accommodations
- Preferential seating during multimedia, map analysis, and group discussions to reduce distractions
- Access to printed and scaffolded materials for visual-heavy content
- Extended time for map quizzes, short answer responses, research projects, and global issue presentations
- Options for oral or dictated responses on writing assignments
- Reduced or prioritized assignments to focus on essential geography content and minimize overload
- Use of assistive technology
- Access to breaks as needed during simulations, current event debates, or film-based learning
- Alternative assessment options such as current event scrapbooks, interactive timelines, or infographics
- Quiet testing environments for map analysis and cumulative assessments
- Organizational supports including graphic organizers for evaluating regional characteristics, charting global issue trends, and research outlines

Multilingual Language Learners (MLL):

- Coordination with ESL teachers to ensure geography content and vocabulary are accessible and culturally responsive
- Audio versions or bilingual copies of key readings and case studies when available
- Use of translation dictionaries, bilingual word walls, and labeled visual supports for geographic features and global issue terminology
- Option to respond orally or visually rather than in extended written format
- Access to technology tools for translation, guided writing, and vocabulary reinforcement
- Highlighting of key terms and visual mapping of concepts such as push/pull factors, resource distribution, or conflict causes
- Graphic organizers that support comparisons across countries, identification of global patterns, and regional analysis
- Peer support opportunities in cooperative projects, debates, or simulations (e.g., Model UN-style activities)
- Use of real-world visuals to reinforce content
- Modified assignments emphasizing critical content without overwhelming language demand
- Scaffolding tools such as sentence stems for explaining regional differences or making global comparisons

At-Risk Students:

- Small-group instruction or check-ins focused on map skills, thematic vocabulary, and application of global concepts
- Clear, step-by-step modeling of tasks such as interpreting demographic data or constructing an argument about a global issue
- Personal connections emphasized through localized examples and culturally relevant case studies
- Frequent progress monitoring and formative feedback on understanding of world regions or current event awareness
- Scaffolded learning tasks such as guided research questions, tiered articles, and two-column note-taking
- Peer mentoring or cooperative learning structures for presentations and research
- Interactive and hands-on learning opportunities such as digital mapping tools, globe-based challenges, or issue-based simulations
- Flexible deadlines and opportunities to revise infographics, visual essays, or oral presentations
- Regular academic and emotional check-ins to ensure student confidence with complex global themes
- Use of positive reinforcement and goal-setting linked to content mastery and participation

Gifted Students:

- Opportunities for extended inquiry into global issues beyond the curriculum
- Access to current academic sources, international policy briefs, and thematic data sets for independent analysis

- Promotion of student-directed research with open-ended project formats
- Emphasis on interdisciplinary connections
- Roles as facilitators, project leaders, or model debate participants in classroom discussions
- Encouragement of civic engagement or activism tied to coursework
- Assignments promoting synthesis and creative expression such as creating interactive global timelines, digital story maps, or comparative reports
- Emphasis on analyzing multiple geographic perspectives and regional biases in global issue representation

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, OnCourse Classroom, Google apps, Microsoft Office apps

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).