

**Middle School
Grade 6
Civics/World Geography
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 26, 2021

Date

Education – Item # 9

Agenda Item

Rationale

Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Social Studies Department Vision

Know the past. Engage the present. Impact the future.

Social Studies Department Mission Statement

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

Social Studies Department Goals

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

I. Course Description

This course, taken the first half of the sixth grade, focuses on developing well informed citizens. The course examines the Constitution of the United States of America and the rights and opportunities it affords all citizens. The course will emphasize the role of individual citizens and their power within our society.

II. Course Instructional Materials

- Discovery Education Social Studies Tech Book
- ActiveClassroom
- Bring History Alive! (Sourcebooks for United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

III. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

<http://www.socialstudies.org/c3>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at: <http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>

E. History of disabled and LGBT persons included in middle and high school curriculum

- A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources at: <https://www.lgbtqhistory.org/lesson-plans/>

F. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available at: <https://www.welcomingschools.org>

G. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies. Resources available: <https://asianamericanedu.org>

IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

V. Pacing Guide

First Marking Period	Unit #1: The Foundations of Government Unit #2: The United States Constitution
Second Marking Period	Unit #3: Citizenship in the United States Unit #4: Elections in the United States
Third Marking Period	Unit #1- Introduction to Geography Unit #2- United States & Canada
Fourth Marking Period	Unit #3- Latin American Geography Unit #4- European Geography Unit #5- African Geography Unit #6- Asian Geography

VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War

Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

VII. Accommodations, Modifications, and Teacher Strategies

(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research Based Problem Based Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

VIII. Social Studies Department Writing Rubric

		0	1	2	3	4
Introduction	Historical Context	does not discuss the background for the question	alludes to events, with relevance, into historical time period	is present but needs to be more concise	adequately places events, with relevance, into historical time period	clearly and accurately places events into historical time period
	Thesis	no thesis is identified	thesis is alluded to or does not accurately address the question	thesis is not clearly presented or does not fully address the question	thesis is presented and accurate but could be further developed	thesis is fully presented, well-focused and structured
	Outline of Evidence	does not support the thesis or is absent altogether	limitedly supports the thesis or meets the demands of the question	supports the thesis or demands of the questions, but could contain better examples or but could be more concise	largely supports the thesis or demands of the questions	evidence is presented, organized, and effectively supports the thesis
Discussion	Historical Knowledge	Demonstrates little knowledge or contains many inaccuracies	Offers some relevant knowledge but lacks consistent specifics or depth	offers relevant details but is not evenly applied throughout the paper	Offers relevant and consistent details throughout paper but lacks full depth or coverage of content	In-depth and accurate, applied consistently and convincingly to support thesis
	Strength of Argument	The essay is mostly a narrative and there is no attempt to form an argument.	Arguments are present but largely consist of generalized statements	Arguments indicate some in-depth discussion but not consistency throughout	Arguments indicate in-depth discussion but some components could be further developed	Argument is relevant, in-depth and supported by evidence
	Demands of the Question	are not completely addressed	are limitedly addressed throughout the response	are partially addressed throughout the response	are largely met through a clearly focused response	are fully met showing high degree of awareness.
	Historiography		does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	is integrated effectively into the answer to support and supplement the argument	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	Recaps Thesis and Evidence	thesis and evidence are not summarized or there is no conclusion	Conclusion is present but does not recap the essay sufficiently	The thesis and evidence are partially summarized	thesis and evidence are both mostly summarized and explained	thesis and evidence are fully summarized and well explained.
Logistics	Organization and Structure	is absent altogether	lacks clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Quality of the Prose	There are severe language or grammatical issues that detract from the quality of the essay	There are many language or grammatical issues that detract from the quality of the essay or it is illegible	There are some language or grammatical issues that detract from the quality or it is difficult to decipher	There are minimal language or grammatical issues that detract from the quality of the essay	There are no language or grammatical issues that detract from the quality of the essay

Score

INC

F

D

C

GRADE

Range

0 through 6

7 through 12

13 through 18

19 through 25

Score

B-

B+

A-

A+

Range

26 through 28

29 through 32

33 through 36

37 through 40

Unit #1: The Foundations of Government

Overview:

In this unit, students will be introduced to the basic concepts of government. They will learn about the philosophical ideas of the relationship between government and its people by examining the literature of the Enlightenment. Students will also examine different types of governments and compare and contrast the benefits before examining the principles of American Democracy. They will trace the roots of democracy from Ancient Greece and Rome and show how those principles made their way in to Colonial America and eventually into the important documents that govern our country today.

STAGE 1 Desired Results

Essential Questions...

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How might social philosophy develop the ideals of a nation?

Enduring Understanding...

- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments
- The tenets of Enlightenment thought influenced the development of the United States
- Constant struggle to achieve democracy has existed throughout the world and history
- The Declaration of Independence not only serves as a document stating America's desire to break away from Britain, but as a lasting symbol of freedom for all Americans.

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: Social Contract

Key Concepts/Ideas:

- We are learning that influential thinkers of the Enlightenment questioned old traditions of government.
- We are learning that the Social Contract explains the origins of government and the obligations of its subjects.
- We are learning that enlightened thought had a strong effect on early US politics, particularly in the Declaration of Independence.

Possible Misunderstandings:

- Students may think that all countries have the same government

- Students may think that societies have always had governments
- Students may be confused with the terms *democratic* and *republic* as political parties, instead of types of governments

Key Vocabulary/Terms:

- Enlightenment, philosophers, John Locke, Thomas Hobbes, Social Contract, government, natural rights

Assessment Topic #2: Types of Governments

Key Concepts/Ideas:

- We are learning that when people live in groups, they generally choose a leader, based on birth, election, appointment, or other means.
- We are learning that governments can be divided into either democratic or authorities.
- We are learning that authorities governments include monarchies, dictatorship, and theocracies, and democratic governments include both direct and representative democracies.

Possible Misunderstandings:

- Students might think that all countries have the same government

Key Vocabulary/Terms:

- democratic, monarchy, dictatorship, theocracies, oligarchy

Assessment Topic #3: Principals of American Government

Key Concepts/Ideas:

- We are learning that the Mayflower Compact is an early example of ordinary people agreeing to govern themselves
- We are learning that the British colonies slowly gained a sense of independence, due to the distance between North America and Britain.
- We are learning that the colonists believed that Parliament's decision to raise taxes disregarded the principles of representative government

Possible Misunderstandings:

- Students may think that all colonists wanted to separate from Great Britain
- Students may think that the colonists came up with the idea representative democracy

Key Vocabulary/Terms:

- Magna Carta, Mayflower Compact, House of Burgesses, Salutatory Neglect, representation, consent of the governed, Common Sense, Declaration of Independence

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: Social Contract

- [iCivics WebQuest: Constitutional Influencers](#)
- [iCivics: Thomas Hobbes Mini-lesson](#)
- [iCivics: John Locke Mini-lesson](#)
- [ActiveClassroom: Role-Playing Simulations: Enlightenment Salon](#)
- [TedEd Video: What You Might Not Know About The Declaration Of Independence](#)

Assessment Topic #2: Types of Government

- [iCivics: Rule by One](#)
- [ActiveClassroom: Comparing American Citizenship to Other Types of Government](#)
- Government Classification Activity: provide students with a summary of a fictional country and students use context clue to determine which type of government it is. Students should be required to provide evidence and justification for their choices. (Some examples on Discovery Education, Civics and Government, Chapter 1.2, Page 12)

- Research Project about a foreign country's government.
- Advocating for Democratic Principles assignment (Discovery Education, Civics and Government, Chapter 1.3, Elaborate tab)
- "Types of Constitutional Governments," Political Cartoon Analysis, *Civics and Government in Cartoons: Five Lessons Based on the National Civics Standards*, MindSparks

Assessment Topic #3: Principals of American Government

- [ActiveClassroom: Simulation, The Roots of American Democracy](#)
- [iCivics: Lessons from Antiquity](#)
- Analyze and provide examples of the rallying cry "no taxation without representation," and connect it to current events of granting Washington D.C. statehood.
- "Values Basic to American Democracy," Political Cartoon Analysis, *Civics and Government in Cartoons: Five Lessons Based on the National Civics Standards*, MindSparks

Summative Activities, Tasks, or Projects:

- [DBQ: Social Contract and the Declaration of Independence](#)
- [DBQ: The Ideals of the Declaration: Which is Most Important?](#)
- [DBQ: How Does the Constitution Guard Against Tyranny?](#)
- [DBQ: Absolutism and Democracy](#)
- [IDM: Government and Citizens](#) (specific to New York State, but could be adapted for New Jersey)
- [IDM: Declaration of Independence](#)

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Lesson Theme: K-W-L about Government

Lesson Theme: Preteach Vocabulary

Assessment Topic #1: Social Contract

Lesson Theme 1.1.1: The Enlightenment

Lesson Theme 1.1.2: Hobbe's and Locke

Lesson Theme 1.1.3: Influence on the Declaration of Independence

Assessment Topic #2: Types of Government

Lesson Theme 1.2.1: Authoritarian Governments

Lesson Theme 1.2.2: Democratic Governments

Lesson Theme 1.2.3: Direct vs. Indirect Democracies

Assessment Topic #3: Principals of American Government

Lesson Theme 1.3.1: Roots of Democracy

Lesson Theme 1.3.2: Examples of Democracy in the Colonies (Mayflower Compact, House of Burgesses, Salutatory Neglect, Town Hall Meetings, etc.)

Lesson Theme 1.3.3: "No Taxation Without Representation"

Culminating Activity:

Lesson Theme: K-W-L

Lesson Theme: Assessment (DBQ, IDM, Project, etc.)

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles
- Socratic Seminar: *The “True,” Purpose of Government* (Discovery Education, Civics and Government, Chapter 1.2, Elaborate Tab)
- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit Discovery Education
- Use of lower Lexile level on NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Language Arts: Thomas Hobbes’s *The Leviathan*, John Locke’s *Two Treatises of Government*

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- African Americans exclusion from the sentiments of the Declaration of Independence
- The failure of the Enlightened ideas to include race and gender
- Examine the benefits of a democratic government in meeting the needs of the African American community
- Examine the economic implication of denouncing King George III’s support of slavery in the New World in the Declaration of Independence
- Present-day transgender Social Activist Shauna Marie O’Toole: “We hold these truths to be self-evident, that all people, regardless of race, gender, religion, immigration or economic status, sexual orientation or gender identity, are created equal, that they are endowed by their government with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Topics that address the Holocaust Commission Mandate...

- Native Americans exclusion from the sentiments of the Declaration of Independence
- Examine the connection between certain governments and the of presence of genocide under such governments (democide): The Holocaust, Cambodian Genocide, Circassian Genocide, Armenian Genocide, Rwandan Genocide, Darfur Genocide, etc.

Topics that address the LGBT and Special Needs Mandate...

- The failure of the Enlightened ideas to include race and gender
- LGBT community’s exclusion from the sentiments of the Declaration of Independence
- Examine the benefits of a democratic government in meeting the needs of the LGBT community
- Present-day transgender Social Activist Shauna Marie O’Toole: “We hold these truths to be self-evident, that all people, regardless of race, gender, religion, immigration or economic status, sexual orientation or gender identity, are created equal, that they are endowed by their government with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Additional Materials

Digital Tools/Resources:

- NearPod
- NewsELA

- iCivics
- Active Classroom

Printed Resources:

- *Civics and Government in Cartoons: Five Lessons Based on the National Civics Standards*, MindSparks
- *We The People: The Citizen & The Constitution*, Center for Civic Education
- *Using Primary Sources in the Classroom*, Shell Education
- *Creating Citizens: Teaching Civics and Current Events in the History Classroom*, Sarah Cooper
- *Running For Office: The Politics of Elections*, Simulation

Unit #2: The United States Constitution

Overview:

In this unit, students will gain an understanding of the Constitution as the supreme law of the land. Students will learn that the Articles of Confederation were inefficient in ruling the new nation, and as a result, the framers met to create the Constitution. The Constitution, a feat in compromise, still outlines the government that we use today. They will also learn and examine the Bill of Rights, and how it shapes court decisions over the years. Finally, students will learn about the branches of government, and how they function to keep balance within the state.

STAGE 1 Desired Results

Essential Questions...

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- Why might people want to place limits on the power of government?

Enduring Understanding...

- The Articles of Confederation was American's first attempt at a government, but was ultimately weak and needed to be replaced.
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights
- Freedoms expressed in the Bill of Rights are essential to our democratic system.
- The Freedoms found in the First Amendment have been used to enact change when human rights are not respected or have been denied.
- The federal system allows state governments to serve the needs of their citizens while also operating as a united country.

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: The Constitution

Key Concepts/Ideas:

- We are learning that the Constitution of the United States was created to address the needs of the new country after the Articles of Confederation was deemed too weak.
- We are learning that the Constitution of the United States is an enduring document that can be revised.
- We are learning that the federal system allows state governments to serve the needs of their citizens while cooperating as a united country

Possible Misunderstandings:

- Students may think that the constitution we have today has been in place since the end of the American Revolution
- Students may not be able to articulate what the Constitution is, but know that it's an important document in our nation's history.
- Students may think that the framers desired a strong National government due to the name "United States of America"

Key Vocabulary/Terms: preamble, amendment, compromise, Articles of Confederation, Rule of Law, Separation of Powers, Federalism, Natural Rights

Assessment Topic #2: The Bill of Rights

Key Concepts/Ideas:

- We are learning that the Bill of Rights makes up the first ten amendments of the Constitution and creates a framework for our democratic system.
- We are learning that the freedoms in the Bill of Rights have been used to enact change when these rights are not respected or have been denied
- We are learning that the interpretation of the Bill of Rights have been clarified through court cases and presidential action

Possible Misunderstandings:

- Students may think that the Bill of Rights is a different document, not part of the Constitution
- Students may think that it was easy for the framers to create the Bill of Rights, but it was a long, drawn-out process that required compromise.
- Students may think that everyone in the world has these rights (particularly the first amendment)
- Students may think that freedom of speech means you can say whatever you want without consequence.

Key Vocabulary/Terms: natural rights, amendment, Federalists, Anti-Federalists, petition, assembly, bear arms, militia, quarter, infringe, rights of the accused, due process, search and seizure, self-incrimination,

Assessment Topic #3: The Branches of Government

Key Concepts/Ideas:

- We are learning that the framers of the Constitution set up a "checks and balances," system within the Constitution that prevents a person or group from having too much power
- We are learning that the Legislative branch creates laws, but also has non-legislative powers to keep checks on other branches
- We are learning that the Judicial Branch is responsible for resolving disputes between states, as well as responding to legal issues that affect the nation as a whole.
- We are learning that the executive branch carries out an executes the law, though its power is limited by the system of checks and balances

Possible Misunderstandings:

- Students might not know who their representatives or senators are
- Students may think that the president is elected through popular vote
- Students may have misconceptions about the powers/responsibilities of the different branches (ex: that the president can declare war, or that congress passes laws)

Key Vocabulary/Terms: legislative, judicial, executive, checks and balances, legislature, bicameral, separation of powers, senator, representative, congress, cabinet, electoral college, popular vote, commander in chief

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: The Constitution

- [iCivics: Major Clash? Compromise](#)
- [iCivics: The Constitution: Rules for Running a Country](#)

- [iCivics: Anatomy of the Constitution](#)
- [iCivics: The Constitution: Rules for Running a Country](#)
- Constitution Scavenger Hunt
- RACE Response: What does the Preamble to the Constitution reveal about American democratic principles and the U.S. political system? Explain.
Be sure to provide details and examples in your response, including:
 - An explanation of the meaning of the excerpt in your own words;
 - Descriptions of two features of the U.S. government, as outlined in the Constitution, that support the idea of “We the People.”
- Constitution Convention Simulation: Assignment students particular roles of members of the convention (ex: Thomas Jefferson, Benjamin Franklin, and George Washington). For all other students, assign them a fictional character with different beliefs/biography. Facilitate a conversation about the major compromises and have students vote on their compromises and draft a class constitution.

Assessment Topic #2: The Bill of Rights

- [iCivics: Federalists vs. Anti-Federalists](#)
- [ActiveClassroom: Colonial Williamsburg Electronic Field Trip – Bill of Rights](#)
- [iCivics: No Bill of Rights, No Deal](#)
- Land of the Free Poster/Brochure Project: students will create a visual of their choosing (brochure, poster, pamphlet, infographic, advertisement, etc.), describing the benefits that the Bill of Rights offers its citizens.
- Students’ Rights: How and when should the fourth amendment rights be protected in public schools?
 - Discovery Education, Civics & Government, Chapter 3.1, Elaborate Tab
- [IDM: Children’s Rights](#)

Assessment Topic #3: The Branches of Government

- [iCivics: Three Branches: Checks & Balances](#)
- [Active Classroom: Government Activators: Checks and Balances](#)
- Graphic Organizer: Three Branches of Government
- [iCivics: Judges: Playing Fair](#)

Summative Activities, Tasks, or Projects:

- [DBQ: Search & Seizure: Did the Government Go Too Far?](#)
- [DBQ: Checks & Balances \(I\)](#)
- [DBQ: Checks & Balances \(II\)](#)
- [DBQ: Was it necessary to create the Constitution?](#)
- [IDM: The First Amendment](#)

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Lesson Theme: K-W-L: Constitution

Lesson Theme: Key Terms/Vocabulary for the unit

Assessment Topic #1: The Constitution

Lesson Theme 2.1.1: Weakness of the Articles of Confederation

Lesson Theme 2.1.2: Compromise

Lesson Theme 2.1.3: Anatomy of the Constitution

Assessment Topic #2: The Bill of Rights

Lesson Theme 2.2.1: Federalists vs. Anti-Federalists

Lesson Theme 2.2.2: The Rights

Lesson Theme 2.2.3: Court Cases relating to the Bill of Rights

Assessment Topic #3: The Branches of Government

Lesson Theme 2.3.1: The Executive Branch

Lesson Theme 2.3.2: The Legislative Branch

Lesson Theme 2.3.3: The Judicial Branch

Culminating Activity:

Lesson Theme: K-W-L

Lesson Theme: Assessment (DBQ, IDM, Project, etc.)

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit-specific Discovery Education chapters
- Use of lower Lexile level on unit-specific NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

Fine & Performing Arts: *Hamilton*, The Musical, song analysis

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the impact the issue of slavery had in the creation of the Constitution.
- The number of delegates who attended the Constitutional Convention that were slave owners.
- The Fugitive Slave Clause
- The omission of the word slave in the Constitution
- Understand how the issue of slavery influence the structure and how representation was determined in our government.
- Examine the role attitude towards slaves played in shaping the New Nation.
- Examine the Supreme Court Case: *Plessy v. Ferguson* and *Brown v. Board of Education*

Topics that address the Holocaust Commission Mandate...

- Examine the attitudes of Americans towards slaves and Native Americans in reference to the U.S. Constitution.
- Examine the Supreme Court Case: *Wisconsin v. Mitchell* – landmark precedent in hate crime legislation. Discuss the role a democracy plays in combating hate, prejudice, intolerance, and discrimination
- [Debate: Should Hate Be Outlawed](#)

Topics that address the LGBT and Special Needs Mandate...

- [Legislation Affecting LGBT Rights Across the Country](#)
- [11 openly LGBTQ lawmakers will take their seats in the next Congress.](#)
- “All people protection of the law”
- [LGBT Supreme Court Cases](#)

Additional Materials

Digital Tools/Resources:

- NearPod
- NewsELA
- iCivics
- Active Classroom
- <https://billofrightsinstitute.org/>

Printed Resources:

- *Civics and Government in Cartoons: Five Lessons Based on the National Civics Standards*, MindSparks
- *We The People: The Citizen & The Constitution*, Center for Civic Education
- *Using Primary Sources in the Classroom*, Shell Education
- *Creating Citizens: Teaching Civics and Current Events in the History Classroom*, Sarah Cooper
- *Running For Office: The Politics of Elections*, Simulation

Unit #3: Citizenship in the United States

Overview:

In this unit, students will learn about what citizenship is, how it is achieved, and the rights and obligations of citizens. They will explore how the government is present in their daily lives, both at the state and local level.

STAGE 1 Desired Results

Essential Questions...

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual
- What are the roles and responsibilities of citizens and government in a democratic society?
- What can prompt changes to and in a government?

Enduring Understanding...

- Civic participation are the responsibility of every member of society, otherwise the country will be run by the few.
- Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions
- Social and political systems have protected and denied human rights throughout time
- Immigrants have brought their unique cultures to the United States and their way of life is constantly diffusing into the culture of America

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: Being Informed

Key Concepts/Ideas:

- We are learning that citizens used to get their news weekly from the newspaper, and as technology advanced there were daily newspapers, radio, television, and now constant updates from the internet.
- We are learning that mass media can affect public opinion and public policy
- We are learning that propaganda is designed to change people's beliefs, and promote a particular point-of-view and often is bias

Possible Misunderstandings:

- Students may think they can trust all sources of media without having to evaluate them
- Students may think that if a source is bias, that it is untrustworthy
- Students may think that everything they read is true

Key Vocabulary/Terms:

- bias, mass media, propaganda, yellow journalism, technology, radio, television, internet, facts, opinions, public opinion,

Assessment Topic #2: Pathways to Citizenship

Key Concepts/Ideas:

- We are learning that a person can become a US citizen by birth or through the naturalization process
- We are learning that the United States consists of multiple racial and ethnic groups that immigrated to the United States because of various push and pull factors
- We are learning that the government cannot place limits on citizens' privileges or rights and cannot take away their immunities or protections.
- We are learning that, as a result of Supreme Court decisions, undocumented migrants are offered full protection of the Constitution (such as free speech and the right to remain silent).

Possible Misunderstandings:

- Students may think that citizenship can only be attained by being born in America
- Students may think that the concept of citizenship has remained the same since the founding of the United States

Key Vocabulary/Terms:

- citizenship, non-citizen residents, immigrants, push factor, pull factor, quota, culture, naturalized, refugee, undocumented

Assessment Topic #3: Obligations and Responsibilities of Citizens

Key Concepts/Ideas:

- We are learning that an obligation is something that citizens are required to do, whereas responsibilities are voluntary
- We are learning that informed and active citizens are important for democracy
- We are learning that a citizens' obligations include knowing and obeying the law, paying taxes, and serving on a jury
- We are learning that a citizen's responsibilities include voting in local, state, and federal elections, attending civic meetings and petitioning the government, running for office and participating in the community.

Possible Misunderstandings:

- Students might not know that there are somethings that you are required to do as a citizen
- Students might not understand the importance of being active in democracy

Key Vocabulary/Terms:

- obligation, responsibility, democracy, voting, taxes, jury duty, civic virtue, petitioning, volunteering

Assessment Topic #4: The Government in our Daily Lives

Key Concepts/Ideas:

- We are learning that the government impact the lives of its citizens in multiple ways including administering laws, providing services, and ensuring freedoms.
- We are learning that state and local governments are responsible for the day-to-day governance of the individual states.
- We are learning that budgets are used by individuals, organizations, to make sound financial decisions
- We are learning that the United States Census reveals the demographic breakdown of the population to show the need for redistricting and distribution of federal funds

Possible Misunderstandings:

- Students might think that the only job of the government is to make laws
- Students might think that the federal government makes all the decisions for the states
- Students might not know who their elected officials are

Key Vocabulary/Terms: state government, local government, state constitution, budget, fiscal, taxes, income, revenue, services, debt, allocation, census, direct democracy

Formative Activities, Tasks, or Projects:

Assessment Topic #1: Being Informed

- The USS Maine Explosion newspaper analysis
- [iCivics: Propaganda: What's the Message?](#)
- [iCivics: The Role of Media](#)
- [All Sides For School: Media Bias](#)

Assessment Topic #2: Pathways to Citizenship

- [The 2020 Citizenship Test \(and Answers\)](#)
- [ActiveClassroom: What Are the Rights and Responsibilities of Citizenship?](#)
- [iCivics: Immigration & Citizenship](#)
- [NewsELA: "How Government Works: What is Citizenship?"](#)

Assessment Topic #3: Obligations and Responsibilities of Citizens

- [NewsELA: "U.S. Citizens' Rights & Responsibilities"](#)
- [iCivics: Citizen Me](#)
- [ActiveClassroom: What Are the Rights and Responsibilities of Citizenship?](#)
- "The Rights of the Citizen," Political Cartoon Analysis, *Civics and Government in Cartoons: Five Lessons Based on the National Civics Standards*, MindSparks
- "The Responsibilities of the Citizen," Political Cartoon Analysis, *Civics and Government in Cartoons: Five Lessons Based on the National Civics Standards*, MindSparks
- [IDM: Celebrity Social Responsibility](#)

Assessment Topic #4: The Government in our Daily Lives

- Personal Budget Creation Activity
- Federal Agency Project: Research, create and present on a federal agency ([list of federal agencies](#))
- [iCivics: Get Counted! \(The US Census\)](#)
- [iCivics: Government Spending](#)
- [iCivics: Plug Into Power with the U.S. Census \(Infographic\)](#)
- [NewsELA: Pro/Con: How much defense spending is enough?](#)
- Compare and contrast functions of the state or local government to its federal counterpart
- [iCivics: State & Local Governments](#)

Summative Activities, Tasks, or Projects:

- [DBQ: Should Americans Be Required to Vote?](#)
- [DBQ: What Type of Citizen Does Democracy Need?](#)
- [IDM: Federalism](#)

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Lesson Theme: K-W-L

Lesson Theme: Pre-teach Key Vocabulary

Assessment Topic #1: Being Informed

Lesson Theme 10.1.1: Mass Media

Lesson Theme 10.1.2: Evaluating a Source

Lesson Theme 10.1.3: Propaganda

Assessment Topic #2: Pathways to Citizenship

Lesson Theme 10.2.1: Immigration (push/pull factors)

Lesson Theme 10.2.2: Citizenship Over Time

Lesson Theme 10.2.3: Benefits of Citizenship

Assessment Topic #3: Obligation and Responsibilities of Citizens

Lesson Theme 10.3.1: Obligations

Lesson Theme 10.3.2: Responsibilities

Lesson Theme 10.3.3: Civic Virtue

Assessment Topic #4: The Government in Our Daily Lives

Lesson Theme 10.4.1: State Government

Lesson Theme 10.4.2: Local Government

Lesson Theme 10.4.3: Government Budgets

Culminating Activity:

Lesson Theme: K-W-L

Lesson Theme: Assessment

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit-specific Discovery Education chapters
- Use of lower Lexile level on unit-specific NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Math: Budgeting, cost analysis
- Personal Finance: Budgeting

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- African American Citizenship

Topics that address the Holocaust Commission Mandate...

- Native American Citizenship
- Nazi Propaganda

Topics that address the LBGT and Special Needs Mandate...

- [New Jersey legislation scorecard from the Human Rights Campaign](#)

Additional Materials

Digital Tools/Resources:

- NearPod
- NewsELA

- iCivics
- Active Classroom

Printed Resources:

- *Civics and Government in Cartoons: Five Lessons Based on the National Civics Standards*, MindSparks
- *We The People: The Citizen & The Constitution*, Center for Civic Education
- *Using Primary Sources in the Classroom*, Shell Education
- *Creating Citizens: Teaching Civics and Current Events in the History Classroom*, Sarah Cooper
- *Running For Office: The Politics of Elections*, Simulation

Unit #4: Elections in the United States

Overview:

In this unit, students will learn about everything that goes into voting and elections. They will first understand how the American electorate has changed over time through amendments to the U.S. Constitution. Then, they will explore how political parties were formed and how they function, as well as learning about interest groups and their role in politics. Finally, students will learn how elections are run, from campaigning strategies to budgets and campaign finance reform.

STAGE 1 Desired Results

Essential Questions...

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Enduring Understanding...

- Political participation is a basic and important aspect of civic involvement
- Members of a society have a duty to become informed of the facts regarding issues and engage in honest and respectful conversations to advance public policy
- The American electoral system is a multi-step process designed to implement the core tenets of a representative democracy

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: The American Electorate

Key Concepts/Ideas:

- We are learning that at the time of the first presidential election, only white males who owned land could vote.
- We are learning that the American Electorate has grown in size through the passage of the 13th, 14th, 15th, 19th, 24th, and 26th Amendment
- We are learning that in order to vote, one must be at least 18 years old, a citizen of the United States and a resident of the state they wish to register in.
- We are learning that the extent to which our elections are democratic depends on how difficult it is for all Americans to exercise the right to vote.

Possible Misunderstandings:

- Students might think that everyone 18 and older has always had the right to vote
- Students might think that after African American men were guaranteed the right to vote, that they could easily vote.

- Students might think that the federal government regulates elections

Key Vocabulary/Terms:

- amendments (13th, 14th, 15th, 19th, 24th, and 26th), suffrage, poll tax, literacy test, Voting Rights Act of 1965, voter ID laws, voter identification

Assessment Topic #2: Political Parties & Interest Groups

Key Concepts/Ideas:

- We are learning that political parties are organizations meant to help people with shared ideologies win elections and influence policies
- We are learning that the American political system consists of two main political parties, as well as many independent third parties that are based on special interests.
- We are learning that interest groups are groups that try and influence elections by spreading information, providing information to elected officials, and hold officials accountable to their constituents, as well as donate funds to campaigns.
- We are learning that there are a variety of issues in every election, such as education, climate change, and social equality.

Possible Misunderstandings:

- Students might think that the two political parties have always been Democrats and Republicans
- Students might think that third-party candidates have a chance in winning the election; alternatively, they might think that they do not have any effect on the government

Key Vocabulary/Terms:

- two-party system, political party, Democrat, Republican, Democrat-Republican, Whig Party, Independent, interest groups, social issues, liberal, conservative, moderate, platforms, constituents, political action committees (PACs), lobbying,

Assessment Topic #3: Voting & Elections

Key Concepts/Ideas:

- We are learning that informed citizens analyze media to assess different viewpoints, while evaluating for bias, opinion, and stereotypes
- We are learning that candidates need to use a variety of strategies and tactics to deliver their platform and convince citizens to vote for them.
- We are learning that running a campaign is expensive, and as a result, there are efforts for finance reform.

Possible Misunderstandings:

- Students might not understand how long and involved the election process is
- Students might think that there are only elections for president

Key Vocabulary/Terms:

- election, nominate, primaries, campaign finance reform, political action committees (PACs), Federal Elections Commission (FEC), disclosure statements, grassroots campaigning

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: The American Electorate

- [Movement & Action: The Women's Suffrage Movement](#)
- [Active Classroom: 19th Century–Present: Long Struggle for Citizenship and the Right to Vote \(Video Analysis\)](#)
- Create an annotated timeline of suffrage in the United States

Assessment Topic #2: Political Parties & Interest Groups

- [Infographic: The Left Versus The Right](#)
- [Active Classroom: \(Performance Task\) Special Interest Groups](#)
- Analyze George Washington's farewell speech in regards to political parties
- Analyze the functions of interest groups in the U.S. political system, chose the most important, and defend your position with evidence
- Influencing Policy: students will analyze and synthesize information from a variety of sources to help plan and influence policy (Discovery Education, Civics & Government, Chapter 5.1, Elaborate Tab)

Assessment Topic #3: Voting & Elections

- [iCivics: Voting Matters](#)
- [iCivics: Primaries, Parties, Caucuses & Conventions](#)
- [iCivics: \(Infographic\) Campaign Cash](#)
- [The Cost of an Election \(Simulation\)](#)
- [IDM: Internet](#)
- [IDM: The Electoral College](#)
- Analyze this quote by Jimmy Carter and explain how it connects to campaign finance reform: *"We've become, now, an oligarchy instead of a democracy. I think that's been the worst damage to the basic moral and ethical standards to the American political system that I've ever seen in my life."*

Summative Activities, Tasks, or Projects:

- [DBQ: New Nation](#)
- [IDM: Political Parties](#)
- Research Project: have students research an Interest Group that advocates topic they are interested in and create a pamphlet, presentation, video, commercial, podcast, etc. explaining the group's mission and goals and showing examples of propaganda
- Campaign Manager Project: students will pretend that they are a campaign manager and will be running a candidate's campaign. Students can research the political parties platforms, find interest groups/donors, create a budget, etc.

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Lesson Theme: K-W-L Chart

Lesson Theme: Pre-teach Key Vocabulary

Assessment Topic #1: The American Electorate

Lesson Theme 11.1.1: Suffrage

Lesson Theme 11.1.2: Voter Suppression

Lesson Theme 11.1.3: Voter Registration

Assessment Topic #2: Political Parties & Interest Groups

Lesson Theme 11.2.1: Political Parties

Lesson Theme 11.2.2: Interest Groups

Lesson Theme 11.2.3: Spread of Information & Propaganda

Assessment Topic #3: Voting & Elections

Lesson Theme 11.2.1: Election Process

Lesson Theme 11.2.2: Campaigning

Lesson Theme 11.2.3: Finance Reform

Culminating Activity:

Lesson Theme: K-W-L Chart

Lesson Theme: Assessment (DBQ, IDM, Project, etc.)

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit-specific Discovery Education chapters
- Use of lower Lexile level on unit-specific NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Math: analyze the costs of running a campaign
- Fine & Performing Arts: Political parties and symbolism

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the life of W.E.B. DuBois and the founding of the NAACP
- Analyze the impact of the 15th Amendment on the American Electorate
- Explore how certain voting laws can cause voter disenfranchisement, particularly among the African American communities

Topics that address the Holocaust Commission Mandate...

- Examine the pathway it took Native Americans to be able to vote in elections
- [Native American Interest Groups](#)

Topics that address the LBGT and Special Needs Mandate...

- [LGBTQ Organizations You Need to Know](#)
- [Special Needs Interest Groups](#)

Additional Materials

Digital Tools/Resources:

- NearPod
- NewsELA
- iCivics
- Active Classroom

Printed Resources:

- *Civics and Government in Cartoons: Five Lessons Based on the National Civics Standards*, MindSparks
- *We The People: The Citizen & The Constitution*, Center for Civic Education
- *Using Primary Sources in the Classroom*, Shell Education
- *Creating Citizens: Teaching Civics and Current Events in the History Classroom*, Sarah Cooper
- *Running For Office: The Politics of Elections*, Simulation

Unit #1: Introduction to Geography

Overview:

In this unit, students will learning about the Five Themes of Geography, and how they can be applied to our lives. Within the Five Themes of Geography, students will also learning the necessary map skills to be successful while studying geography. This unit will set the stage for studying geography around the world.

STAGE 1 Desired Results

Essential Questions...

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?
- How is geography useful for understanding the past and planning for the future?
- How does geography, climate, and natural resources affect the way people live?

Enduring Understanding...

- Geography organizes space in the same way that history organize time.
- Geography can help us understand the past by looking at elements of on human settlement, migration, economic development, and systems of trade.
- People are influenced by their physical geography and their adaptation to those influences is necessary for survival and can have intended and unintended consequences.

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: Location

Key Concepts/Ideas:

- We are learning that absolute location is determined by looking at imaginary grid lines called latitude and longitude.
- We are learning that relative location is the general position of a place in relation to other things.
- We are learning that earth can be divided into many ways such as into hemispheres, continents, and oceans.
- We are learning that there are tools on a map that help us get a full understanding of what the map is depicting.

Possible Misunderstandings:

- Students may think that geography only includes identifying the location of places
- Students may not realize that absolute location on a local level can be the address of a place.

Key Vocabulary/Terms:

- absolute, relative, GPS, latitude, longitude, map grid lines, cardinal directions, intermediate direction, hemispheres, prime meridian, equator, compass rose, map scale

Assessment Topic #2: Place

Key Concepts/Ideas:

- We are learning that a region's place describes an area based on its physical characteristics opposed to its location.
- We are learning that the physical characteristics of a place make up the natural environment and include landforms, bodies of water, climate, soils, natural vegetation and wildlife.
- We are learning that the human characteristics of a place include settlement, cultural development, governments, and economies

Possible Misunderstandings:

- Students might think that place is referring to information about its location
- Students might think that a country's physical characteristics will be the same in the entirety of the country.

Key Vocabulary/Terms:

- human characteristics, physical characteristics, water, landforms, vegetation, climate, culture, population, density

Assessment Topic #3: Human-Environment Interaction

Key Concepts/Ideas:

- We are learning that humans depend on the environment, alter the environment, and are changed by the environment
- We are learning that over time, people have developed new technologies to help them live comfortably, regardless of their environment
- We are learning that humans have used renewable sources of energy (water), and non-renewable sources of energy (coal, oil, and natural gas)

Possible Misunderstandings:

- Students might think that humans cannot change their environment
- Students might not realize how we adapt to our environment on a regular basis (ex: wearing a jacket if its cold, or bringing an umbrella if it is going to rain)

Key Vocabulary/Terms:

- climates, adapt, acclimate, depend, settlement, cultural development, governments, economies, mental maps

Assessment Topic #4: Movement

Key Concepts/Ideas:

- We are learning that ideas, people, and goods can move from one place to another place
- We are learning that relationships between people in different places are shaped by the constant movement of people, ideas, materials, and physical systems.

Possible Misunderstandings:

- Students may think that geography only examines the present conditions of a place
- Students might not realize how interconnected places are in regards to movement

Key Vocabulary/Terms:

- migration, goods, imports, exports, transportation, commute, cultural diffusion

Assessment Topic #5: Region

Key Concepts/Ideas:

- We are learning that grouping information regionally can help understand patterns.
- We are learning that a region does not help us locate a place on a map, but rather can help us understand an area.

Possible Misunderstandings:

- Students might think that some common regions are specifically defined (ex: the Middle East or the Midwest.)
- Students might think that regions can only be defined by borders

Key Vocabulary/Terms:

- region, patterns, borders, area, location, formal region, functional region, perceptual or vernacular region.

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: Location

- Five Themes of Geography Station Activity: to learn about each theme, students will visit five stations, read/watch the material, takes notes, and complete a task:
 1. *Location*: students will first define location on their graphic organizer. Then, they will be given a list of coordinates to find the absolute location of a place. Once they've found the place, they will provide a description of the relative location.
 2. *Place*: students will first define place on their graphic organizer. Then, they will read a list of clues about a mystery region and highlight physical characteristics in green, and human characteristics in yellow. Then, using the internet, determine what the mystery place is.
 3. *Human-Environment Interaction*: students will first define human-environment interaction on their graphic organizer. Then, they will create a list of ways that humans adapt, change, and depend on their environment. Using that list, they will categorize the information into harmful or helpful to the environment.
 4. *Movement*: students will first define movement on their graphic organizer. Then, they will pick a country using the [CIA World Factbook](#) and identify that country's imports/exports.
 5. *Region*: students will first define region on their graphic organizer. Then, they will try and identify as many different regions as they can within their school, their neighborhood, their town, their state, their country, etc.
- Station Activity: At each station, students will learn about the different types of map skills/map components. They can view images, watch videos via QR code, and read about each skill/component. Then, students will practice map skills (directions, latitude/longitude, map scale, types of maps).
- Map Creation: students will make a map of a specified area (the classroom, the school, their neighborhood, etc.) and must use components of a map.
- [NewsELA: "Reading Maps & Globes"](#)
- [BrainPop! Reading Maps](#)
- [IDM: Paper Maps](#)

Assessment Topic #2: Place

- Five Themes of Geography Station Activity: to learn about each theme, students will visit five stations, read/watch the material, takes notes, and complete a task (**See Assessment Topic #1 for full directions**)
- Physical Characteristics: students find and research the physical characters of a place and create a "where am I?" game to be played with other students
- Culture: students create a project/presentation about their family's culture

Assessment Topic #3: Human-Environment Interaction

- Five Themes of Geography Station Activity: to learn about each theme, students will visit five stations, read/watch the material, takes notes, and complete a task (**See Assessment Topic #1 for full directions**)
- Then and now: have students compare and contrast images of a specific area (local town, city, state, region etc.) and describe how humans have influences the environment
- Affecting the environment: have students keep track of their everyday activities (and seasonal activities if applicable), and determine if their actions have helped the environment, or harmed the environment.
- [IDM: Human-Environment Interaction](#)

Assessment Topic #4: Movement

- Five Themes of Geography Station Activity: to learn about each theme, students will visit five stations, read/watch the material, takes notes, and complete a task (**See Assessment Topic #1 for full directions**)

- Imports/exports: have students find five items in the classroom, and five items in their house that were made in a different country (the more varied, the better.) Print out a map of the world and track where items are manufactured. For extension, research pollution and clean air laws in the regions with a lot of manufacturing.
- Transportation: have students plan a trip outside of the country and describe what forms of transportation they will need to take from their house, all the way to their destination (ex: car/taxi, monorail, airplane, rental car, public transportation, etc.)

Assessment Topic #5: Region

- Five Themes of Geography Station Activity: to learn about each theme, students will visit five stations, read/watch the material, take notes, and complete a task (**See Assessment Topic #1 for full directions**)
- Classroom regions: take survey of the students in the classroom, and ask students to list different ways that students in the class can be grouped (by hair color, eye color, shirt color, types of shoes, religion, etc.) (teacher discretion if students should actually be grouped). Compare this to how geographers group regions
- Regions of our city: have students discuss the different regions that might exist in their city (political, recreation, ethnic, commercial, etc.)

Summative Activities, Tasks, or Projects:

- DBQ: What Is the Most Important Consequence of Climate Change?
- The Five Themes of Geography Storybook: using Pages (or another multimedia platform), students will create a storybook explaining the Five Themes of Geography.
- Five Themes of Geography Project: students pick a place that they have visited, or would like to visit, and create a visual (brochure, presentation, video, pamphlet, etc.) of the place, touching on all Five Themes of Geography
- Five Themes of Geography [Hometown Project]: students will use the Five Themes of Geography to complete a study of their hometown.

STAGE 3 **Learning Plan**

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Lesson Theme: Pretest

Lesson Theme: Pre-teach Vocabulary

Assessment Topic #1: Location

Lesson Theme 1.1.1: Map Skills/terms

Lesson Theme 1.1.2: Absolute Location

Lesson Theme 1.1.3: Relative Location

Assessment Topic #2: Place

Lesson Theme 1.2.1: Physical Characteristics

Lesson Theme 1.2.2: Human Characteristics

Assessment Topic #3: Human-Environment Interaction

Lesson Theme 1.3.1: Dependence on Environment

Lesson Theme 1.3.2: Alterations of Environment

Lesson Theme 1.3.3: Adapting to Environment

Assessment Topic #4: Movement

Lesson Theme 1.4.1: Communication

Lesson Theme 1.4.2: Imports/Exports

Lesson Theme 1.4.3: Transportation

Assessment Topic #5: Region

Lesson Theme 1.5.1: Formal Regions

Lesson Theme 1.5.2: Functional Regions

Lesson Theme 1.5.3: Vernacular Regions

Culminating Activity:

Lesson Theme: Project or Document Based Question

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit-specific Discovery Education chapters
- Use of lower Lexile level on unit-specific NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Language Arts: geographic location of short stories or novels that they will be reading this year
- Science: Climate maps and map skills

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine African Migrations over time, from the first humans, Bantu Migration, Slave Trade, to the Great Migration

Topics that address the Holocaust Commission Mandate...

- Examine maps related to the holocaust, particularly the European Jewish population to draw conclusion about the time period.

Topics that address the LGBT and Special Needs Mandate...

- ILGA Sexual Orientation Laws World Map: <https://ilga.org/maps-sexual-orientation-laws>
- Human Rights Campaign State Maps LGBTQ Rights Collection: <https://www.hrc.org/state-maps>

Additional Materials

Digital Tools/Resources:

- Discovery Education
- NearPod
- Newsela
- Active Classroom
- The Nystrom: Desk Atlas (Active Classroom)
- National Geographic Online
- GenocideWatch.com

Printed Resources:

- *180 Days of Geography for Sixth Grade*, Shell Education
- *Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics* by Tim Marshall
- *Daily Warm-Ups: World Geography & Cultures*, J. Weston Walch Publisher
- *World Geography: Quick Starts*, Mark Twain Media/Carson-Dellosa Publishing LLC

- *The Geography Bee: Complete Preparation Handbook*, Matthew T. Rosenberg & Jennifer E. Rosenberg

Unit #2: United States & Canada

Overview:

In this unit, students will examine the physical geography, human geography, and human-environment interaction of the United States & Canada. Students will travel throughout the continent examining the physical landscape and learning how the physical landscape, coupled with the climate impacted how past and present cultures live.

This unit will also help lay the foundation for students to be successful in seventh grade where they will learn about westward expansion.

STAGE 1 Desired Results

Essential Questions...

- How is geography useful for understanding the past and planning for the future?
- How does geography, climate, and natural resources affect the way people live?
- What is the impact of colonization on a region?

Enduring Understanding...

- Increased interaction between different groups of people have resulted in significant cultural changes
- Today regional geographic characteristics, economic opportunity, and political decisions continue to form new settlement patterns and affect the culture of the United States.
- Throughout United State & Canadian history, factors such as physical features, existing Native American settlements, economic opportunity, and political decisions have created new human settlement patterns.

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: Physical Geography

Key Concepts/Ideas:

- We are learning that the United States and Canada have very diverse climates and landscapes, due to their vast amount of land.
- We are learning that the United States and Canada have mountain ranges along their eastern and western portions, with lowlands in the middle
- We are learning that temperatures get cooler as you move from south to north, and the climate gets more arid as you move from east to west across the continent

Possible Misunderstandings:

- Students may think that the Geography of the United States is not diverse, due to limited traveling out of this region
- Students may think that all of the borders of the states are formed by geographic features

Key Vocabulary/Terms: climate, landscape, tropical monsoon, steppe, desert, Mediterranean, subarctic, tundra, highland, mountains, plains, plateau, fertile, lakes, rivers, Appalachian Mountains, Rocky Mountains,

Assessment Topic #2: Human Geography

Key Concepts/Ideas:

- We are learning that the first humans of the Americas traveled from Siberia and migrated throughout the continent
- We are learning that the United States and Canada are products of European colonization, with the Spanish, British, and French leaving a strong footprint in the region
- We are learning that urbanization has been on the rise since 1950s, with most of the population living in urban centers
- We are learning that immigrants bring aspects of their culture with them, leading to cultural diffusion

Possible Misunderstandings:

- Students may think that Canada is just like the United States in terms of culture, languages spoken, government, etc.

Key Vocabulary/Terms: immigration, migration, colonization, cultural diffusion, urbanization, assimilation,

Assessment Topic #3: Human- Environment Interaction

Key Concepts/Ideas:

- We are learning that the lifestyles of the indigenous peoples of the United States and Canada were greatly impacted by their environment
- We are learning that the environment has played a significant role in shaping the lives of the people who live in the United States and Canada.
- We are learning that different natural disasters have impacts on both human life and the environment.
- We are learning that the use of non-renewable resources has led to preservation and conservation efforts (ex: National Parks)

Possible Misunderstandings:

- Students might think that only some places experience natural disasters.
- Students might think that preservation and conservation efforts have only started to form in recent years

Key Vocabulary/Terms: hurricane, earthquake, tornado, natural disaster, natural resources, preservation, conservation, levee, hydroelectric power, nonrenewable resources, coal, oil, natural gas, pollution

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: Physical Geography

- NearPod: utilize virtual fieldtrips to Canada and other places in the United States and compare what they physically see to where they live
- Analyze different maps of the United States and Canada and predict where people might settle based on physical geography and access to resources

Assessment Topic #2: Human Geography

- [NewsELA: Embedded Action: Suburban Growth](#)
- [IDM: Is Kentucky a Southern State?](#)
- [IDM: The Dust Bowl](#)
- [IDM: Immigration](#)
- [IDM: Affordable Care Act](#)
- [IDM: Border Walls](#)

Assessment Topic #3: Human- Environment Interaction

- Natural Disaster Project: have students research at least three or four regions in North America that experience different types of natural disasters and formulate an argument as to the safest place to live.
- Cause and effect: examine the consequences of using fossil fuels
- NearPod: Exploring National Parks VR

Summative Activities, Tasks, or Projects:

- DBQ: Is Gentrification Good for Vancouver's Downtown Eastside?
- North American Geography Project: have students research different climates in North America and explain how different Native American tribes adapted to their environment, and how people adapt to their environment today.
- DBQ: Can the United States and Canada achieve energy independence without harming the environment? (Discovery Education, Chapter 2.2, elaborate tab)
- Five Themes of Geography Project: Students will create a multimedia (PowerPoint, Pages, Annotated Map, Prezi, Canva, etc.) project that applies the Five Themes of Geography to the United States and Canada

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Theme: Map Analysis

Lesson Theme: Pre-teach vocabulary

Assessment Topic #1: Physical Geography

Lesson Theme 2.1.1: Location

Lesson Theme 2.1.2: Landscape

Lesson Theme 2.1.3: Climate

Assessment Topic #2: Human Geography

Lesson Theme 2.2.1: History/Migration

Lesson Theme 2.2.2: Culture

Lesson Theme 2.2.3: Government/Economy

Assessment Topic #3: Human- Environment Interaction

Lesson Theme 2.3.1: Dependence on the Environment

Lesson Theme 2.3.2: Alternations to the Environment

Lesson Theme 2.3.3: Adaptations to the Environment

Culminating Activity:

Lesson Theme: Project or Document Based Question

Unit Specific Accommodations and Modifications

- Science: Climate Change
- Language Arts: *The Only Road*, by Alexandria Diaz (immigration to America)
- Fine Performing Arts: songs the with vivid descriptions of America (*God Bless America*, *From Sea to Shining Sea*, *America (My Country 'Tis of Thee)*)
- Math: analyze the cost associated with natural disasters

Gifted and Talent Accommodations and Modifications:

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit-specific Discovery Education chapters
- Use of lower Lexile level on unit-specific NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Science: water cycle, conservation and preservation efforts, climate change, natural disasters; The Ice Age - why does the Bering Land Bridge not exist anymore?
- Literacy: *The Encounter* (Jane Yolen) and *A River Ran Wild* (Lynn Cherry)
- Fine Performing Arts: development of American music and its cultural influences

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- [NewsELA: "Did you Know?" A Series of Influential Black Americans](#)

Topics that address the Holocaust Commission Mandate...

- Discuss how the arrival of Europeans in the Americas impacted the indigenous cultures

Topics that address the LBGT and Special Needs Mandate...

- [NewsELA: Two-Spirit](#)
- Discrimination laws in the workplace
- [NewsELA: Embedded Action: LGBTQ+ Rights Movement](#)
 - [IDM: LGBTQ+ Rights Movement](#)
- Alice Wong is a research consultant and disability rights activist who has spinal muscular atrophy. She is based out of San Francisco and created the Disability Visibility Project, which has a goal to create, share and amplify disability media and culture' by collecting historical recordings of interviews with disabled people in the United States.

Additional Materials

Digital Tools/Resources:

- Discovery Education
- NearPod
- Newsela
- Active Classroom
- The Nystrom: Desk Atlas (Active Classroom)
- National Geographic Online

Printed Resources:

- *180 Days of Geography for Sixth Grade*, Shell Education
- *Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics* by Tim Marshall
- *Daily Warm-Ups: World Geography & Cultures*, J. Weston Walch Publisher
- *World Geography: Quick Starts*, Mark Twain Media/Carson-Dellosa Publishing LLC
- *The Geography Bee: Complete Preparation Handbook*, Matthew T. Rosenberg & Jennifer E. Rosenberg

Unit #3: Latin America

Overview:

In this unit, students will examine the physical geography, human geography, and human-environment interaction of Latin America. They will learn about the diverse landscapes, and the even more diverse culture of the region. After learning about the physical geography present in the region, students will learn about the Age of Exploration and European Colonization. With this knowledge, students will be able to draw conclusions about the impact of colonization on the culture and economy of Latin America.

STAGE 1 Desired Results

Essential Questions...

- How is geography useful for understanding the past and planning for the future?
- How does geography, climate, and natural resources affect the way people live?
- What is the impact of colonization on a region?

Enduring Understanding...

- The geography of Latin America influences the needs, culture, settlement, culture, opportunities, of the region.
- The people of Latin America have altered and adapted to their environment to meet their needs and wants.
- Latin American culture reflects the influences of Indigenous peoples, Europeans, and Africans.

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: Physical Geography

Key Concepts/Ideas:

- We are learning that Latin America consists of Central America, South America, and the islands of the Caribbean.
- We are learning that the countries of Latin America have very diverse climates and landscapes, due to their vast amount of land.
- We are learning that Latin America is bordered by the Gulf of Mexico, the Caribbean Sea, and the Atlantic and Pacific Ocean, and contains various mountain ranges which influence where people live.

Possible Misunderstandings:

- Students might think that Latin America refers just Central America or South America.
- Students might think that the Amazon Rain Forest dominates most of South America.
- Students might think that all of Latin America is hot or arid desert.

Key Vocabulary/Terms:

- Gulf of Mexico, Caribbean Sea, Atlantic Ocean, Pacific Ocean, Sierra Madre Occidental and Oriental, Baja California mountain ranges, Andes, Amazon Rain Forest

Assessment Topic #2: Human Geography

Key Concepts/Ideas:

- We are learning that the Age of European Exploration has left its impact in Latin America, as seen in language, religion, and culture.
- We are learning that the countries of Latin America have diverse populations, with at least six different major ethnic groups, stemming from a mixture of Indigenous, European, and African roots.
- We are learning that most Latin American countries are presidential or parliamentary democracies, with the notable exceptions of Cuba and Venezuela.
- We are learning that many Latin American countries rely on the primary sector (due to colonization), while the secondary sector is still a work in progress, and many Caribbean Islands rely on the service sector.

Possible Misunderstandings: primary sector, secondary sector, tourism,

- Students may think that all Latin American countries speak Spanish as a native language
- Students may think that all Latin American countries have dictatorships based on knowledge of Cuba or Venezuela

Key Vocabulary/Terms:

- Catholicism, Age of Exploration, colonization, Columbian Exchange, missionary, mercantilism, primary/secondary/service sector, slave trade

Assessment Topic #3: Human- Environment Interaction

Key Concepts/Ideas:

- We are learning that the people of Latin America have been using, modifying, and changing their environment to suit their needs, dating back to ancient times.
- We are learning that all Latin America nations, except for Paraguay, have access to water, and as a result, have a successful fishing industry.
- We are learning that Latin American countries in the Caribbean and around the Gulf of Mexico are victims of hurricanes and tropical storms that have catastrophic consequences for the region

Possible Misunderstandings:

- Students might not realize that some of the environmental alternations that the indigenous peoples used are still used today.

Key Vocabulary/Terms:

- slash/burn agriculture, irrigation, terrace farming, cenotes, chinampas, canals, aqueducts, oil, natural gas, iron ore, emeralds, copper, hurricanes,

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: Physical Geography

- [Active Classroom: Latin America Geography Themes: Location](#)
- Analyze the geography of Latin America and how it might affect the regions migration, settlement, job sector, and economy
- Read the poem *Old Panama* and create a drawing of what the geography of Panama looks like.

Assessment Topic #2: Human Geography

- Trace the linguistic roots of Latin American countries back to the Age of Exploration and European colonization.
- [Ted-ED: The Dark History of Bananas](#)
- Rise of dictatorships: examine the relationship between business practices and the rise of dictatorships, and their relationship with foreign governments

Assessment Topic #3: Human- Environment Interaction

- Creative Writing: have students research different ways in which indigenous peoples altered their environment and write a series of journal entries about daily life in the region, incorporating the alterations.
- Protecting Against Hurricanes (investigation): students will analyze five proposed solutions to protect against hurricanes and rank them in order of their recommendation (Discovery Education, Chapter 3.2, Elaborate tab)

Summative Activities, Tasks, or Projects:

- DBQ: A Question of Scale: How Wealthy Is Brazil?
- DBQ: Globalization at the Border: Has NAFTA Kept Its Promises to Mexican Workers?
- Document Based Investigation: Is modern Latin American culture primarily influenced by past practices of indigenous cultures or Europeans and African Migrants (Discovery Education, Chapter 3.3, Elaborate tab)
- People & Culture of Latin America Project: assign students (or have them pick) different regions of Latin America and research the historical influences, language, food, religion, and ethnic groups. With their research, they will create a presentation to be shared with the class. Finally, students will compare their region with two other regions and agree or disagree with this statement: "The term Latin American culture is useful for describing the many historical and cultural similarities among the many different groups in the region." (based on "People & Culture of Latin America," Discovery Education, Chapter 3.3, Elaborate tab)
- Five Themes of Geography Project: Students will create a multimedia (PowerPoint, Pages, Annotated Map, Prezi, Canva, etc.) project that applies the Five Themes of Geography to Latin America

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Theme: Map Analysis

Lesson Theme: Pre-teach vocabulary

Assessment Topic #1: Physical Geography

Lesson Theme 3.1.1: Location

Lesson Theme 3.1.2: Landscape

Lesson Theme 3.1.3: Climate

Assessment Topic #2: Human Geography

Lesson Theme 3.2.1: History/Migration

Lesson Theme 3.2.2: Culture

Lesson Theme 3.2.3: Government/Economy

Assessment Topic #3: Human- Environment Interaction

Lesson Theme 3.3.1: Dependence on the Environment

Lesson Theme 3.3.2: Alternations to the Environment

Lesson Theme 3.3.3: Adaptations to the Environment

Culminating Activity:

Lesson Theme: Project or Document Based Question

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- People & Culture of Latin America Socratic Seminar

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit Discovery Education
- Use of lower Lexile level on NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Language Arts: *Old Panama*, by Randolph H. Atkin, magical realism genre of literature
- Science: Natural Disasters, creation of the Panama Canal as a feat of engineering
- Fine Performing Arts: Enslaved African music or artist Hale Woodruff, who created murals of the Amistad

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine role colonialism and the triangle trade played in the development of the Atlantic Slave Trade

Topics that address the Holocaust Commission Mandate...

- Compare and contrast the genocide of the Indigenous peoples in Brazil, the Indigenous peoples of Paraguay under Alfredo Strossner, and the Selk'nam people

Topics that address the LGBT and Special Needs Mandate...

- [5 LGBTQ Latinx Heroes for Every Classroom](#)
- Discuss Argentinean soccer's decision to allow Mara Gómez to be the first transgender woman to play professional soccer to similar discussions to professional sports in the United States.
- Dr. Victor Pineda, a Venezuelan urban developer who suffers from spinal muscular atrophy, created the World Enabled foundation which is aimed at helping to build inclusive societies and promote the rights of people with disabilities

Additional Materials

Digital Tools/Resources:

- Discovery Education
- NearPod
- Newsela
- Active Classroom
- The Nystrom: Desk Atlas (Active Classroom)
- National Geographic Online

Printed Resources:

- *180 Days of Geography for Sixth Grade*, Shell Education
- *Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics* by Tim Marshall
- *Daily Warm-Ups: World Geography & Cultures*, J. Weston Walch Publisher
- *World Geography: Quick Starts*, Mark Twain Media/Carson-Dellosa Publishing LLC
- *The Geography Bee: Complete Preparation Handbook*, Matthew T. Rosenberg & Jennifer E. Rosenberg

Unit #4: Europe

Overview:

In this unit, students will examine the physical geography, human geography, and human-environment interaction of Europe. Students will learn about the physical landscape in Europe, and the resources that were available to the people living there. Then, students will examine how European countries colonized in many parts of the world, aiding to the diverse culture of present-day Europe.

STAGE 1 Desired Results

Essential Questions...

- How is geography useful for understanding the past and planning for the future?
- How does geography, climate, and natural resources affect the way people live?
- What is the impact of colonization on a region?

Enduring Understanding...

- Location of Europe has played a role in how people live.
- European culture can be both defined by unity, as well as division.
- Early civilizations were hunter-gathers, but as they learned to alter their environment, were able to utilize agriculture
- A country's economy is influenced by its natural resources and impacted by the form of government
- Settlement is determined by physical geography and climate

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: Physical Geography

Key Concepts/Ideas:

- We are learning that, even though Europe is not a large area of land, the countries of Europe have diverse climates, landscapes, and populations.
- We are learning that political borders have changed over time as conflicts have occurred.

Possible Misunderstandings:

- Students might think that Europe experiences the same climate because of the land size of the continent
- Students may not realize how diverse Europe is, based on its size.
- Students may think that the political lines in Europe have not changed throughout time

Key Vocabulary/Terms:

- Mediterranean Sea, Adriatic Sea, Aegean Sea, Atlantic Ocean, North Sea, Baltic Sea, Arctic Ocean, Black Sea, Ural Mountains, Pyrenees Mountains, Alps, Mediterranean, temperate climate, subarctic,

Assessment Topic #2: Human Geography

Key Concepts/Ideas:

- We are learning that Europe has a diverse population of at least twelve different ethnic groups, with four major religions.
- We are learning that Europe is very diverse because of open-borders throughout the continent and the immigration of former-European colonists.
- We are learning that European countries have both cooperated with each other (ex: the Renaissance, Enlightenment, scientific discovery), but also faced conflict with each other (ex: WWII, genocide in the Balkan region, and religious conflicts)
- We are learning that after World War II, Europe went through many political and economic changes

Possible Misunderstandings:

- Students may think that, even though Europe is diverse in the numbers of continents, that the individual countries are not.
- Students might think that all European countries have the same government
- Students might think that many countries still have a king or a queen, based on their knowledge of the British Royal Family.

Key Vocabulary/Terms:

- Christianity, Catholicism, Protestantism, immigration, colonists, Renaissance, Enlightenment, World War II, democracy, parliamentary democracy, communism

Assessment Topic #3: Human- Environment Interaction

Key Concepts/Ideas:

- We are learning that Europeans were unhappy with the resources they had, which led them to explore and colonize other parts of the world
- We are learning that, due to their belief in mercantilism and the acquisition of raw materials from their colonies, Europe has a lot of manufacturing.
- We are learning that human activity in Europe has created problems such as deforestation, overfishing, and significant pollution from burning fossil fuels.

Possible Misunderstandings:

- Students might think that the Europeans didn't have natural resources, which is why they colonized parts of the world.
- Students might not think that nuclear power is common because it is not often used in the United States

Key Vocabulary/Terms: deforestation, fossil fuels, acid rain, Columbian Exchange, mercantilism, export, import,

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: Physical Geography

- European Geography Scavenger Hunt: give students a description of particular geographic features in Europe, and allow them to use different types of maps to find the location
- Analyze the geography of Europe and how it might affect the regions migration, settlement, job sector, and economy
- [National Geographic: The Influence of Shape and Size](#): students analyze the shape of a country in Europe to determine how the shape and geographic features impact human activities
- Discuss the role that westerly winds have on the climate of Europe, when compared to other countries in the same latitudes.

Assessment Topic #2: Human Geography

- Compare political maps of Europe over time and discuss why those changes may have occurred (Interactive map on Discovery Education, Chapter 4.3, Elaborate Tab)

- Analyze a map of economic activity in Europe and respond to and defend your answer to this question: In which regions of Europe would you expect to find the largest concentration of cities? Why? Be sure to provide examples and details in your answer.
- European Life Simulation: students will take on the role of a citizen from a country in Europe and research what it is like to live in that country.

Assessment Topic #3: Human- Environment Interaction

- Create a map of the world and identify the location of European colonies, and what resources came from each colony.
- Consider the causes of the major deforestation in Europe and how it will impact Europe's environment in the future
- Compare and contrast deforestation in the past and the present in both Europe and Brazil's Amazon Rainforest use a variety of sources (video, images, text, etc.)
- Describe the implications and damage the Chernobyl nuclear power plant accident had on the environment of Europe

Summative Activities, Tasks, or Projects:

- DBQ: The European Union: Do the Benefits of Membership Outweigh the Costs?
- Document Based Investigation: A Land of Conflict or Collaboration? (Discovery Education, Chapter 4.3, Elaborate Tab)
- Five Themes of Geography Project: Students will create a multimedia (PowerPoint, Pages, Annotated Map, Prezi, Canva, etc.) project that applies the Five Themes of Geography to Europe

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Theme: Map Analysis

Lesson Theme: Pre-teach vocabulary

Assessment Topic #1: Physical Geography

Lesson Theme 4.1.1: Location

Lesson Theme 4.1.2: Landscape

Lesson Theme 4.1.3: Climate

Assessment Topic #2: Human Geography

Lesson Theme 4.2.1: History/Migration

Lesson Theme 4.2.2: Culture

Lesson Theme 4.2.3: Government/Economy

Assessment Topic #3: Human- Environment Interaction

Lesson Theme 4.3.1: Dependence on the Environment

Lesson Theme 4.3.2: Alternations to the Environment

Lesson Theme 4.3.3: Adaptations to the Environment

Culminating Activity:

Lesson Theme: Project or Document Based Question

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- Classroom debate or Socratic Seminar: Conflict of Collaboration (Discovery Education, Chapter 4.3, Elaborate Tab)
- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit-specific Discovery Education chapters
- Use of lower Lexile level on unit-specific NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Science: westerly winds, climate change, deforestation, etc.
- Fine Performing Arts: Renaissance Artwork

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine Europe's role in the slave trade through colonialism, mercantilism, and the Triangle Trade.
- [IDM: Sugar & Slavery](#)

Topics that address the Holocaust Commission Mandate...

- Holocaust, Bosnian Genocide, Srebrenica Genocide
- [IDM: The Holocaust and Bystanders](#)

Topics that address the LGBT and Special Needs Mandate...

- [NewsELA: How did WWII and the Cold War impact LGBTQ+ identity and activism?](#)
- [EU unveils its first strategy to improve LGBTQ rights in Europe](#)
- Simon Stevens is a UK based disability advocate, who suffers from cerebral palsy, mild bipolar, asthma and acute neuropathy. He created Enabled Enterprises, through which he works as a disability consultant and trainer.

Additional Materials

Digital Tools/Resources:

- Discovery Education
- NearPod
- Newsela
- Active Classroom
- The Nystrom: Desk Atlas (Active Classroom)
- National Geographic Online

Printed Resources:

- *180 Days of Geography for Sixth Grade*, Shell Education
- *Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics* by Tim Marshall
- *Daily Warm-Ups: World Geography & Cultures*, J. Weston Walch Publisher
- *World Geography: Quick Starts*, Mark Twain Media/Carson-Dellosa Publishing LLC
- *The Geography Bee: Complete Preparation Handbook*, Matthew T. Rosenberg & Jennifer E. Rosenberg

Unit #5: Africa

Overview:

In this unit, students will examine the physical geography, human geography, and human-environment interaction of Africa. Students will learn that not all of Africa is desert, but there are varied climates throughout the continent that have, unfortunately, fallen victim to deforestation, erosion, and desertification. Students will also examine the paradox that exists in Africa regarding scarcity in necessary resources such as water, but abundant resources such as gold and salt.

STAGE 1 Desired Results

Essential Questions...

- How is geography useful for understanding the past and planning for the future?
- How does geography, climate, and natural resources affect the way people live?
- What is the impact of colonization on a region?

Enduring Understanding...

- Early civilizations were hunter-gathers, but as they learned to alter their environment, were able to utilize agriculture.
- A country's economy is influenced by its natural resources and impacted by the form of government.
- Settlement is determined by physical geography and climate.
- Africa is a continent of abundant resources, as well as a continent of scarcity

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: Physical Geography

Key Concepts/Ideas:

- We are learning that north Africa is separated from sub-Saharan Africa by the Sahara Desert
- We are learning that Africa is surrounded by the Atlantic Ocean and Indian Ocean, as well as the Mediterranean Sea and the Red Sea.
- We are learning that north Africa is mainly desert, while sub-Saharan Africa consists of mostly humid subtropical and highlands.

Possible Misunderstandings:

- Students might think that the entirety of Africa is desert; alternatively, students might think all of Africa is rain forest.
- Students might refer to Africa as a country, not a continent

Key Vocabulary/Terms:

- Atlantic Ocean, Indian Ocean, Mediterranean Sea, Red Sea, Equator, Sahara, oasis, Sahel, Savanna, Serengeti, rain forest, African Great Lakes, Nile River, Lake Chad

Assessment Topic #2: Human Geography

Key Concepts/Ideas:

- We are learning that the earliest humans lived in Africa, as evident by the discovery of fossils at every evolutionary stage of human beings, who then migrated throughout the rest of the world.
- We are learning that Africa is incredibly diverse, incorporating hundreds of indigenous groups that blend traditional customs with modern societal practices and convices, as well as influence from European colonization
- We are learning that Christianity and Islam and the predominant religions in Africa, as well as traditional indigenous religions.
- We are learning that African governments remain unstable and corrupt, with the exception of some success from South Africa, and as a result, are still economically developing countries.

Possible Misunderstandings:

- Students might think that all of Africa still consists of small tribal communities
- Students might think all of Africa practices tribal religions
- Students might think that all of Africa suffers great poverty

Key Vocabulary/Terms:

- Hominids, *Australopithecines*, *Homo habilis*, *Homo erectus*, migration, Bantu Migration, Slave Trade, colonization, indigenous, Maasai, Tuareg, Bambuti, cultural diffusion

Assessment Topic #3: Human- Environment Interaction

Key Concepts/Ideas:

- We are learning that Africans adapted to their environment by migrating in search of arable land, which resulted in the discovery of salt and gold and oil.
- We are learning that Africa has valuable resources such as gold, diamonds, and oil, but lack vital resources such as fresh water.
- We are learning that the overuse of natural resources has led to soil erosion and desertification, but with ecotourism on the rise, there have been efforts for conservation and preservation of land.
- We are learning that there has been conflict, forced migration, and genocide due to competition over resources.

Possible Misunderstandings:

- Students might think that since Africa lacks basic resources, that they would not have valuable resources
- Students might think that Africa does not have any resources because they think it is all desert

Key Vocabulary/Terms:

- arable, salt, gold, oil, erosion, desertification, ecotourism, conservation, preservation, drought, famine, migration, genocide

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: Physical Geography

- [Active Classroom: Africa: Physical Geography Map Analysis](#)
- [NewsEla: Africa may eventually become two continents](#)
- View a series of unmarked images on Africa and predict where the images are from using physical and climate maps.
- Draw conclusions about Africa's population distribution by viewing a map of economic activity and population density and respond to this question: *In Africa, how have economic activity and natural resources influenced the distribution of the region's population?*

Assessment Topic #2: Human Geography

- [Active Classroom: Africa: Human Geography](#)
- [NewsEla: Big Questions: Where did the first person come from?](#)

- Religion & Cultural Diffusion: Students will view two maps of Africa (Religion and Ethnolinguistic Groups) and identify one example of where cultural diffusion has taken place
- Government Timeline: Students will use their online textbook to create a timeline of six events that contributed to the political and economic development of Africa.

Assessment Topic #3: Human- Environment Interaction

- Human Activity Proposal: have students identify what they believe to be the most pressing environmental issue in Africa and create a proposal to try and fix the problem. Proposals can take form of a presentation, video, or public service announcement. Students should touch on the questions below:
 - How would you define the problem
 - What effect does this have on Africa?
 - What are some human activities that have contributed to the problem?
 - What other factors may have contributed to this problem?
 - How can people reduce or fix this problem?
 - How much you persuade someone to help end this problem?
- Creative Writing: have students take on the perspective of someone living in Africa, either from the past or from the present, and write a journal entry or letter describing how they have adapted to their environment.
- Oil Drilling: Do the benefits of oil drilling outweigh the costs? (Discovery Education, Chapter 7.3, Elaborate Tab)

Summative Activities, Tasks, or Projects:

- DBQ: Famine in Ethiopia: How Did the Government Make It Worse?
- DBQ: Is Chocolate Good for Cote d'Ivoire?
- Five Themes of Geography Project: Students will create a multimedia (PowerPoint, Pages, Annotated Map, Prezi, Canva, etc.) project that applies the Five Themes of Geography to Africa

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Theme: Map Analysis

Lesson Theme: Pre-teach vocabulary

Assessment Topic #1: Physical Geography

Lesson Theme 5.1.1: Location

Lesson Theme 5.1.2: Landscape

Lesson Theme 5.1.3: Climate

Assessment Topic #2: Human Geography

Lesson Theme 5.2.1: History/Migration

Lesson Theme 5.2.2: Culture

Lesson Theme 5.2.3: Government/Economy

Assessment Topic #3: Human- Environment Interaction

Lesson Theme 5.3.1: Dependence on the Environment

Lesson Theme 5.3.2: Alternations to the Environment

Lesson Theme 5.3.3: Adaptations to the Environment

Culminating Activity:

Lesson Theme: Project or Document Based Question

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit Discovery Education
- Use of lower Lexile level on NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Science: Climate change, deforestation, use of raw materials, etc.
- Language Arts: *The Interesting Narrative of the Life of Olaudah Equiano*, Olaudah Equiano

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Study the life of Olaudah Equiano, from his kidnapping, sale to slave traders, life in the Americas and his freedom back to England where he was part of the Sons of Africa

Topics that address the Holocaust Commission Mandate...

- Ethnic wars in Sudan, the Congo, Uganda and Rwanda

Topics that address the LBGT and Special Needs Mandate...

- *Limitless Africans*, photographic documentary by African photographer Mikael Chukwuma Owunna about LGBTQ Africans and African immigrants. ([“Un-African”? Photos Challenge Notions Of LGBTQ Identity In The African Diaspora”](#))
- Examine how British colonial legacy affects LGBT politics around the world, but particularly in Africa and Asia.
- Emmanuel Ofosu Yeboah is a Ghanaian Paralympic athlete who wanted to bring awareness to the stigma of disability in African society. He rode his bike 400 miles across Ghana, stopping to talk to disabled children along the way. After, he created the Emmanuel Education Foundation, and is currently working on building schools in Ghana.

Additional Materials

Digital Tools/Resources:

- Discovery Education
- NearPod
- Newsela
- Active Classroom
- The Nystrom: Desk Atlas (Active Classroom)
- National Geographic Online

Printed Resources:

- *180 Days of Geography for Sixth Grade*, Shell Education
- *Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics* by Tim Marshall
- *Daily Warm-Ups: World Geography & Cultures*, J. Weston Walch Publisher
- *World Geography: Quick Starts*, Mark Twain Media/Carson-Dellosa Publishing LLC
- *The Geography Bee: Complete Preparation Handbook*, Matthew T. Rosenberg & Jennifer E. Rosenberg

Unit #6: Asia

Overview:

In this unit, students will learn about the physical geography, human geography, and the human-environment interaction of the vast continent of Asia. Students will first learn about the term “Asia,” and its use to describe the continent, but that Asia can be broken up into many geopolitical identities better suited for study. Throughout the unit, students will learn how geography and colonialism affected life and development of many Asia countries.

This unit will serve as an introduction and survey to guide students in their studies in eighth grade.

STAGE 1 Desired Results

Essential Questions...

- How is geography useful for understanding the past and planning for the future?
- How does geography, climate, and natural resources affect the way people live?
- What is the impact of colonization on a region?

Enduring Understanding...

- Early civilizations were hunter-gathers, but as they learned to alter their environment, were able to utilize agriculture
- A country's economy is influenced by its natural resources and impacted by the form of government
- Settlement is determined by physical geography and climate
- Religion plays a key role in not only shaping culture, but also in causing conflict.

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: Physical Geography

Key Concepts/Ideas:

- We are learning that Asia is a very general continental term, and that the geopolitical identities can be broken up into Southwest Asia, Central Asia, South Asia, East Asia, and Southeast Asia.
- We are learning that Asia is bordered by the Arctic, Pacific, and Indian Oceans, and is the world's largest continent, housing over half of the world's population.
- We are learning that the physical geography of Asia is very vast, and includes mountain systems; plateaus; plains, steppes, and deserts; freshwater environments; and saltwater environments.

Possible Misunderstandings:

- Students might not realize how large and extensive Asia is
- Students might not think of certain places as being part of Asia (ex: the Middle East or Russia)

Key Vocabulary/Terms:

- Arctic Ocean, Pacific Ocean, Indian Ocean, Himalaya Mountains, Tien Shan Mountains, Ural Mountains, Lake Baikal, Yangtze River, Tigris and Euphrates River, Persian Gulf, the Sea of Okhotsk, Bay of Bengal, tectonic plates,

Assessment Topic #2: Human Geography

Key Concepts/Ideas:

- We are learning that Asia is considered the birthplace of agriculture, and with the development of agriculture, communities were able to share food and resources, leading to the development of cities and civilizations.
- We are learning that Asia is religiously diverse, leading to both a diverse culture and conflict
- We are learning that there is enormous variation in the economies of Asia, as it is home to some of the most economically advanced countries (such as Japan), as well as impoverished countries (such as Cambodia).
- We are learning that the governments of Asia are very diverse and range from democracies to authoritarian governments.

Possible Misunderstandings:

- Students might not realize how different and diverse the regions of Asia are
- Students might think that all of Asia shares the same religion
- Students might think all people in Asia have the same culture

Key Vocabulary/Terms: Fertile Crescent, nomadic, hunter-gatherer, agriculture, Islam, Sunni, Shiite, Christianity, Hinduism, Buddhism, Shinto, colonialism, democratic, authoritarian, parliamentary

Assessment Topic #3: Human- Environment Interaction

Key Concepts/Ideas:

- We are learning that early settlers developed tools such as wheels, irrigation, and hand tools to help them use their environment, and later developed terrace farming, irrigation, and dams.
- We are learning that many places in Asia depend on environmental factors for fertile soil and water sources (ex: South Asia's dependence on monsoons)
- We are learning that an increase in population, especially in small areas of land, have led to urbanization and as a result, environmental issues

Possible Misunderstandings:

- Students might not think that small areas of land can have a lot of people
- Students might think that the environment is the same in all parts of Asia, and as a result, the interaction with the environment is the same.

Key Vocabulary/Terms:

- Fertile Crescent, drought, monsoon, urbanization, irrigation, terrace farming, irrigation, Three Gorges dam, industrialization, pollution

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: Physical Geography

- NearPod: Use Virtual Field Trips to visit places in different parts of Asia. For each field trip, have students draw comparisons to other places that we have studied.
- Marco Polo's "The Travels of Marco Polo," analysis: students will read excerpts (or modified excerpts), from Marco Polo's book in which he describes his travels to Asia, and compare them to images of Asia today.
- Geopolitical Map Inferencing: students will view a series of maps from Asia and determine, based on similarities and differences, how the continent of Asia can be broken up into regions

Assessment Topic #2: Human Geography

- [IDM: Conflict Resolution](#) (Israel-Palestine Conflict)
- East Asia: Culturally Diverse or Culturally Similar Map Inquiry (Discovery Education, Chapter 9.3, elaborate tab)

- Culture Research: students will pick a country in Asia, research the culture, and create an infographic sharing the culture's religion, festivals, clothing, and food.
- Examine the different governments and economies in Asia and rank them based on which gives their citizens the most freedom.

Assessment Topic #3: Human- Environment Interaction

- [IDM: Cost of Water](#)
- Monsoon Season: students will identify the advantages and disadvantages of monsoons, and the impact of them live in South Asia. Students can write from the perspective of one of these groups:
 - a Pakistani farmer living along the Indus River
 - a Bangladeshi living in the floodplain outside Dhaka
 - an Indian doctor living along the Ganges River
 - a computer programmer living in downtown Mumbai
- Compare and Contrast Land Shortage: students will gather information from a variety of resources from their textbook to compare and contrast how Japan, North Korea, and South Korea address problems of land shortage and limited resources.

Summative Activities, Tasks, or Projects:

- DBQ: What Is Driving China's Water-Scarcity Crisis?
- DBQ: The Syrian Civil War: What Is Fueling the Violence?
- Five Themes of Geography Project: Students will create a multimedia (PowerPoint, Pages, Annotated Map, Prezi, Canva, etc.) project that applies the Five Themes of Geography to one of the geopolitical regions in Asia (Southwest Asia, Central Asia, South Asia, East Asia, and Southeast Asia)

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Theme: Map Analysis

Lesson Theme: Pre-teach vocabulary

Assessment Topic #1: Physical Geography

Lesson Theme 6.1.1: Location

Lesson Theme 6.1.2: Landscape

Lesson Theme 6.1.3: Climate

Assessment Topic #2: Human Geography

Lesson Theme 6.2.1: History/Migration

Lesson Theme 6.2.2: Culture

Lesson Theme 6.2.3: Government/Economy

Assessment Topic #3: Human- Environment Interaction

Lesson Theme 6.3.1: Dependence on the Environment

Lesson Theme 6.3.2: Alternations to the Environment

Lesson Theme 6.3.3: Adaptations to the Environment

Culminating Activity:

Lesson Theme: Project or Document Based Question

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit-specific Discovery Education chapters
- Use of lower Lexile level on unit-specific NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Science: climate change, environmental issues
- Language Arts: *The Travels of Marco Polo* by Marco Polo

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the Indian Ocean Slave Trade as the precursor to the Transatlantic Slave Trade
 - [South Asia's Africans: A Forgotten People](#)

Topics that address the Holocaust Commission Mandate...

- Armenian Genocide, Cambodian Genocide, Assyrian Genocide

Topics that address the LGBT and Special Needs Mandate...

- Examine how British colonial legacy affects LGBT politics around the world, but particularly in Africa and Asia.
- Javed Abidi is working to make legislative rights and economic opportunities a reality for the disabled in India, as well as working with businesses and the government to create equitable employment opportunities. He also drafted India's The Persons with Disabilities Act 1995, and made sure to include "invisible," disabilities such as dyslexia and autism.
- Ola Abu Al Ghaib is a disability rights activist fighting for full integration in society to women with disabilities in the Middle East.

Additional Materials

Digital Tools/Resources:

- Discovery Education
- NearPod
- Newsela
- Active Classroom
- The Nystrom: Desk Atlas (Active Classroom)
- National Geographic Online

Printed Resources:

- *180 Days of Geography for Sixth Grade*, Shell Education
- *Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics* by Tim Marshall
- *Daily Warm-Ups: World Geography & Cultures*, J. Weston Walch Publisher
- *World Geography: Quick Starts*, Mark Twain Media/Carson-Dellosa Publishing LLC
- *The Geography Bee: Complete Preparation Handbook*, Matthew T. Rosenberg & Jennifer E. Rosenberg

Unit #7: Oceania

Overview:

In this unit, students will examine the physical geography, human geography, and human-environment interaction of Oceania. Students will learn how the physical landscape determined how and where people settled, and the role that the ocean plays in the everyday lives of the Oceanians. Students will then examine how the indigenous peoples adapted and altered the land, and how it still impacts life today.

STAGE 1 Desired Results

Essential Questions...

- How is geography useful for understanding the past and planning for the future?
- How does geography, climate, and natural resources affect the way people live?
- What is the impact of colonization on a region?

Enduring Understanding...

- Early civilizations were hunter-gathers, but as they learned to alter their environment, were able to utilize agriculture
- A country's economy is influenced by its natural resources and impacted by the form of government
- Settlement is determined by physical geography and climate

We are learning to

- read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1: Physical Geography

Key Concepts/Ideas:

- We are learning that Oceania is spread over the South Pacific and include Australia, New Zealand and half of New Guinea, as well as thousands of smaller islands
- We are learning that Oceania has many different landforms from deserts of inland Australia, to the mountains New Zealand.
- We are learning that since all of these lands are islands, ocean access and navigation is extremely important to life in Oceania.

Possible Misunderstandings:

- Students might think that Oceania only refers to Australia
- Students may not realize how many small islands exist, particularly in this part of the world.

Key Vocabulary/Terms:

- Southern Ocean, Pacific Ocean, Outback, Australia, coral island, ring of fire, Great Barrier Reef

Assessment Topic #2: Human Geography

Key Concepts/Ideas:

- We are learning that the cultures of Oceania are very diverse, due to early migration patterns, colonization from the past, and immigration in present day.
- We are learning that due to European influence, much of the region is predominately Christian.
- We are learning that the governments in Oceania range from a military government (such as Fiji), to a parliamentary democracies, to republics, or no government at all.
- We are learning that the economy of Oceania is a market economy of mix activities such as tourism, fishing, mining, and agriculture.

Possible Misunderstandings:

- Students might think that due to colonization, native's culture has died out (as in much of the Americas), when in fact, many native customs and traditions are still practiced today.

Key Vocabulary/Terms:

- Aborigines, Maori, penal colony

Assessment Topic #3: Human- Environment Interaction

Key Concepts/Ideas:

- We are learning that the earliest civilizations adapted to their environment by hunting and gathering, raising cattle and other livestock, and clearing forests to drive out birds for food.
- We are learning that the peoples of Oceania utilize their location to the oceans by developing and using hydroelectric power.
- We are learning that human activities such as mining, transportation, power, and logging have led to pollution, deforestation, and desertification.
- We are learning that, due to its location near tectonic plate borders, Oceania is subject to volcanoes and earthquakes.

Possible Misunderstandings:

- Students might think that most of Oceania was already desert

Key Vocabulary/Terms:

- Hunter-gathers, livestock, hydroelectric power, mining, logging, pollution, deforestation, desertification, tectonic plates, volcanoes, earthquakes

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1: Physical Geography

- [NewsEla: Australia and Oceania: Physical geography](#)
- Australian Landscape: students will learn about the different landscapes in Australia and then will read a poem about Australia called *My Country* by Dorothea Mackeller, and determine which region she is writing about
- Use NearPod Virtual Field Trips to visit Australia, New Zealand, and other islands in Oceania, and have students describe what landforms and climates they see.

Assessment Topic #2: Human Geography

- [NewsEla: Australia and Oceania: Human geography](#)
- Interactive Map: students will investigate the different groups of people who have migrated to Oceania to understand the varied culture of the region (Discovery Education, Chapter 11.3, Elaborate Tab)
- Government of Fiji Opinion Piece: examine the military and ethic coups in Fiji and determine what type of government should rule Fiji, and who should lead it

Assessment Topic #3: Human- Environment Interaction

- Consider the physical geography of Australia to understand why urbanization took place, and the effects it has on the environment

- Examine the climate of the Outback and how humans have adapted to survive the interior of the continent.
- Compare and contrast the motives of early deforestation in New Zealand from the Moriori to deforestation today

Summative Activities, Tasks, or Projects:

- DBQ: How developed were the societies of Oceania before the arrival of Europeans?
- Document-Based Investigation: How and why have Aboriginal Australians maintained their traditional culture and practices? (Discovery Education, Chapter 11.3, Elaborate Tab)
- Five Themes of Geography Project: Students will create a multimedia (PowerPoint, Pages, Annotated Map, Prezi, Canva, etc.) project that applies the Five Themes of Geography to the United States and Canada
- Oceania Project: have students work individually, in pairs, or as a group to research an island part of Oceania (that is not Australia, New Zealand, or Fiji) and apply the 5 Themes of Geography in a multimedia presentation.
 - American Samoa, Christmas Island, Cook Islands, French Polynesia, Guam, Kiribati, Marshall Islands, Micronesia, Nauru, New Caledonia, Niue, Norfolk Island, Northern Mariana Islands, Palau, Papua New Guinea, Pitcairn Islands, Samoa, Solomon Islands, Takelau, Tonga, Tuvalu, Vanuatu, Wallis and Futuna

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Theme: Map Analysis

Lesson Theme: Pre-teach vocabulary

Assessment Topic #1: Physical Geography

Lesson Theme 7.1.1: Location

Lesson Theme 7.1.2: Landscape

Lesson Theme 7.1.3: Climate

Assessment Topic #2: Human Geography

Lesson Theme 7.2.1: History/Migration

Lesson Theme 7.2.2: Culture

Lesson Theme 7.2.3: Government/Economy

Assessment Topic #3: Human- Environment Interaction

Lesson Theme 7.3.1: Dependence on the Environment

Lesson Theme 7.3.2: Alternations to the Environment

Lesson Theme 7.3.3: Adaptations to the Environment

Culminating Activity:

Lesson Theme: Project or Document Based Question

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

- Use of Reading Level A on unit-specific Discovery Education chapters
- Use of higher Lexile level on unit-specific NewsEla articles

Special Education, and At-Risk Accommodations and Modifications:

- Use of Reading Level B on unit-specific Discovery Education chapters
- Use of lower Lexile level on unit-specific NewsEla articles
- Use of essay outline/sentence starters for DBQ essay

English Language Learners:

- Vocabulary support including pre-teaching vocabulary, visual components, 4-Corner Vocabulary, etc.
- Provide alternative assessment to the DBQ essay (shortened writing response, project, oral response)

Unit Specific Interdisciplinary Connections / Materials

- Science: Deforestation
- Fine & Performing Arts: Haka War Dance from New Zealand, Sydney Opera House

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Consider the lives of John Martin and John Randall, two African slaves who joined Lord Dunmore's "Ethiopian Regiment" during the American Revolution, who found themselves in Australia after the First Fleet.

Topics that address the Holocaust Commission Mandate...

- Moriori Genocide
- Massacres of the Aborigines in Australia after the arrival of Europeans (through disease and systemic killings)

Topics that address the LGBT and Special Needs Mandate...

- [NewsELA: Australia fights homophobia in sport with World Gay Boxing Championships](#)

Additional Materials

Digital Tools/Resources:

- Discovery Education
- NearPod
- Newsela
- Active Classroom
- The Nystrom: Desk Atlas (Active Classroom)
- National Geographic Online

Printed Resources:

- *180 Days of Geography for Sixth Grade*, Shell Education
- *Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics* by Tim Marshall
- *Daily Warm-Ups: World Geography & Cultures*, J. Weston Walch Publisher
- *World Geography: Quick Starts*, Mark Twain Media/Carson-Dellosa Publishing LLC
- *The Geography Bee: Complete Preparation Handbook*, Matthew T. Rosenberg & Jennifer E. Rosenberg

Middle School Civics & World Geography – Instructional Standards

New Jersey Student Learning Standards- Social Studies

SOC.6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
SOC.6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
SOC.6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SOC.6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
SOC.6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
SOC.6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
SOC.6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
SOC.6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
SOC.6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
SOC.6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
SOC.6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
SOC.6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
SOC.6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
SOC.6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
SOC.6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
SOC.6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
SOC.6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

College, Career & Civic Life: C3 Framework for Social Studies

Dimension 1: Developing Questions & Planning Inquiries

SOC.6-8.D1.3.6-8	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
SOC.6-8.D1.1.6-8	Explain how a question represents key ideas in the field.
SOC.6-8.D1.2.6-8	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
SOC.6-8.D1.5.6-8	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
SOC.6-8.D1.4.6-8	Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

Dimension 2: Applying Disciplinary Concepts & Tools

Civics

SOC.6-8.D2.Civ.1.6-8	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
SOC.6-8.D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people's lives.
SOC.6-8.D2.Civ.14.6-8	Compare historical and contemporary means of changing societies, and promoting the common good.
SOC.6-8.D2.Civ.9.6-8	Compare deliberative processes used by a wide variety of groups in various settings.
SOC.6-8.D2.Civ.8.6-8	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
SOC.6-8.D2.Civ.5.6-8	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
SOC.6-8.D2.Civ.11.6-8	Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
SOC.6-8.D2.Civ.2.6-8	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
SOC.6-8.D2.Civ.7.6-8	Apply civic virtues and democratic principles in school and community settings.
SOC.6-8.D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic

	principles when people address issues and problems in government and civil society.
SOC.6-8.D2.Civ.13.6-8	Analyze the purposes, implementation, and consequences of public policies in multiple settings.
SOC.6-8.D2.Civ.12.6-8	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
SOC.6-8.D2.Civ.3.6-8	Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
SOC.6-8.D2.Civ.4.6-8	Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.

Geography

SOC.6-8.D2.Geo.1.6-8	Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
SOC.6-8.D2.Geo.8.6-8	Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
SOC.6-8.D2.Geo.4.6-8	Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
SOC.6-8.D2.Geo.6.6-8	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
SOC.6-8.D2.Geo.11.6-8	Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
SOC.6-8.D2.Geo.10.6-8	Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
SOC.6-8.D2.Geo.7.6-8	Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
SOC.6-8.D2.Geo.2.6-8	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
SOC.6-8.D2.Geo.3.6-8	Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
SOC.6-8.D2.Geo.9.6-8	Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
SOC.6-8.D2.Geo.5.6-8	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
SOC.6-8.D2.Geo.12.6-8	Explain how global changes in population distribution patterns affect changes in land use in particular places.

Dimension 3: Evaluating Sources & Using Evidence

SOC.6-8.D3.2.6-8	Evaluate the credibility of a source by determining its relevance and intended use.
SOC.6-8.D3.1.6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
SOC.6-8.D3.3.6-8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.6-8.D4.3.6-8	Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.6-8.D4.4.6-8	Critique arguments for credibility.
SOC.6-8.D4.8.6-8	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
SOC.6-8.D4.1.6-8	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
SOC.6-8.D4.6.6-8	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
SOC.6-8.D4.5.6-8	Critique the structure of explanations.
SOC.6-8.D4.2.6-8	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
SOC.6-8.D4.7.6-8	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

New Jersey Student Learning Standards: Reading

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

New Jersey Student Learning Standards: Writing

LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.3	(See note; not applicable as a separate requirement)
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

9.2 Career Awareness, Exploration, and Preparation

WRK.9.2.8.CAP.14	Evaluate sources of income and alternative resources to accurately compare employment options.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.17	Prepare a sample resume and cover letter as part of an application process.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
WRK.9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
WRK.9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.

WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.4 Life Literacies & Key Skills

TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
TECH.9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
TECH.9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
TECH.9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
TECH.9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
TECH.9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for

	information.
TECH.9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
TECH.9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
TECH.9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
TECH.9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
TECH.9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
TECH.9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
TECH.9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
TECH.9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
TECH.9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.

New Jersey Student Learning Standards- Computer Science & Design Thinking

CS.6-8.8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
CS.6-8.8.2.8.ETW.1	Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.
CS.6-8.8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.

CS.6-8.8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
CS.6-8.8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
CS.6-8.8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
CS.6-8.8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
CS.6-8.8.2.8.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
CS.6-8.8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.
CS.6-8.8.2.8.ETW.2	Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).