

Sayreville Public Schools - Curriculum  
Eighth Grade Social Studies

Eighth Grade Social Studies

Required Course

Social Studies Department

Full Year – Eighth Grade

Date Curriculum Approved/ Revised: October 2023

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## Statement of Purpose

**Summary of the Course:** The course of study is designed to expose students to the basic foundations of Geography and American Civics.

Geography will teach students to understand the physical, political and cultural world they live in. Students will first be given instruction based on basic Geographic concepts. Then each continent and/or region will be explored in depth. Landforms, nations, climate, cultures will be the focal point of each Unit. Geography develops a worldly student who understands how regions, government, religion, language, culture and climate all impact humans and create a diverse planet.

For approximately one marking period, students will examine American Civics; the rights and responsibilities of a modern American Citizen. Students will also examine how immigrants gain access to the nation and the process they take to gain full citizenship. The core document of our government (Constitution and Bill of Rights) will be taught to provide the student with a clearer understanding of the role of government. Finally, a thorough analysis of each branch of government (Legislative, Executive and Judicial) will allow the student to plainly see how a government of many provides *“Life, Liberty and the Pursuit of Happiness”* for all that call the United States home.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

## Unit 1: Geography Skills

**Summary of the Unit:** This unit will serve to introduce the student to the subject of Geography and the tools & skills needed in order to successfully complete the year's course-work. Overarching themes include: Types of Map Projections, Latitude and Longitude and Factors of Time (*seasons, zones, daylight saving time and international dateline*). Students will examine how natural forces have and continue to shape the surface of the Earth students can better relate to the environment around them; and recognize different landforms. By analyzing the characteristics of climate students will be able to better predict lifestyles (work, leisure, food, clothing) when examining countries and continents in later units

### Enduring Understanding:

- Geography is an essential component in understanding how people live and in variables to how people live based on the area they inhabit.
- Geography is used to interpret the past, understand the present and plan for the future.
- Physical features determine where and how people live
- Geographers use climate categories to define world regions
- Human actions are greatly affected by the natural world as well as nature's effect on humans.

### Essential Questions:

- ✓ Why do some maps appear differently? What is a map distortion?
- ✓ How does one tell time in different areas of the Earth, especially during travel or when clocks are adjusted?
- ✓ What are the defining characteristics of specific landforms? Where can these landforms be found?
- ✓ How is climate determined? What factors (lifeforms, weather) are found in each climate zone
- ✓ How does the climate influence human actions (work, lifestyles); how are human interactions causing climate change?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

- **Climate Zone Quick-facts** – Students will work in small groups to collaboratively research key facts about the twelve main climate zones of the world. Precipitation, temperature, Plant life, Animal life and location will be the primary focus of this multi-day student driven assignment. Packet will become a reference point throughout the course.
- **Unit Test** - which covers all material taught within the Unit. In the format of multiple choice, data-based questions, and open-ended questions.

### Resources:

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Latitude / Longitude	2 class periods	-Define major points of both latitude and longitude, explain the correlation between latitude, tilt and seasons. -Locate points on a map by using coordinates	- plot city locations on a map utilizing the coordinates of the city - Locate various points on a map and describe relationships in places	Handouts/Worksheets to be assigned as either classwork or homework to reinforce locating places using latitude and longitude.	<b>NJ SLS:</b> 6.1.8.B.1.b 6.2.8.B.2.a
Comparing Globe and Map Projections	1 class period	-Utilize various types of map projections and compare how the appearance of the Earth varies between them.	Chart out the functions of various map projections: Pros, Cons and distortions of each different type of map projection		<b>NJ SLS:</b> 6.1.8.B.1.b 6.2.8.B.2.a -8
Time	1-2 class periods	-Explain the need for time zones, their function and how to calculate time when traveling between zones or across the International Dateline	- Calculate time in multiple cities in different time zones at the same time of day - Calculate time zones along with flight-time when traveling across time zones.	-Practice problems both in class and as homework to ensure student mastery of time zone and calculating travel through multiple zones	<b>NJ SLS:</b> 6.1.8.B.1.b 6.2.8.B.2.a
<u>Surface of the Earth</u> <i>factors influencing surface and types of landforms</i>	2 class periods	-Examine factors that change the Earth's surface: Plate Tectonics, Weathering, Erosion - What impact landforms have on availability of water and desirable climate	-Define and locate landform terms - Identify how phenomenon causing landform change impact humans and their environment - Have students evaluate photographs depicting weathering and erosion and identify what is occurring in the photo.	<b>Benchmarks/Assessments include, but are not limited to:</b> -formal unit assessment to occur at end of unit. - Ability to recognize weathering and erosion through analysis of images.	<b>NJ SLS Science:</b> MS-ESS2-2 MS-ESS2-3 <b>NJ SLS:</b> 6.1.8.B.1.b 6.2.8.B.2.a 8

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<p><u>Climate:</u> <i>Characteristics and factors influencing</i></p>	<p>3-4 class periods</p>	<p>-Describe factors influencing climate - Examine in detail and Compare the twelve main global climate zones</p>	<p>- Analyze climate zones in a student-centered carousel or stations activity. -Watch a video discussing and illustrating the impacts of Global Warming</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b> -formal unit assessment -Writing prompt: evaluate the impact of global warming and theories of climate change</p>	<p><b>NJSLS Science:</b> MS- ESS2-6</p>
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**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

For Special Education Students:

1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
3. Bilingual Glossaries: Create bilingual glossaries or vocabulary lists that define key terms in both English and the students' native language.
4. Dual-Language Texts: Utilizing the updated textbook program, utilize translation options to offer dual-language texts or books that present content in both English and the students' native language as they continue their English language education.

For Gifted Students:

1. Additional Enrichment Activities: Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
2. Advanced Reading Assignments: Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. Independent Research Projects: Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. Flexible Pacing: Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:**

- *Display s daylight/sun map off the internet to demonstrate climate and effects of tilt*
- *PowerPoint or Prezi presentation software for dissemination of notes*
- *Oprah Winfrey Show – Al Gore guest discusses global climate change*

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## **Unit 2: Human Geography**

**Summary of the Unit:** The previous unit dealt with how the natural environment shapes human lifestyles, Unit 3 will have students examine how social systems shape lifestyles. An examination of these social systems can be divided into: social, cultural, economic and governmental. Social will have students examine population trends and factors influencing our growing global population. Cultural will have students describe the methods we use to group people either by genetics, ancestry or appearance and how people's spiritual beliefs differ. Economics will have students evaluate the usefulness of resources in determining a nation's financial status and how the world conducts global trade and business. Finally, government will have students compare the various systems of government that exist. This unit will provide students with the foundation to see the different lifestyles people have; either within a country, throughout a continent and across the globe.

### **Enduring Understanding:**

- It is the social systems created by humans that has the greater impact on a person life experiences then that of the physical systems created by nature.
- As economic and governmental systems have developed, lifestyles have improved, causing population to grow exponentially.
- Economic Globalization can be both a positive and a detriment in how it impacts human social systems.

### **Essential Questions:**

- ✓ How does the social environment shape the person?
- ✓ If you grew up in a different county, would you be different?
- ✓ Are there similarities to the core beliefs of the five major world religions?
- ✓ Why do societies form governments? Why don't all people of the world live under fair governments?
- ✓ How can our actions influence price and availability of goods?



**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

- **Population Pyramid:** Students will research population statistics for selected countries and then calculate the percentage of a nation's population by gender and age group. This information will be displayed on population chart to aid in comparing population trends of the selected nations.
- **Governments by continent:** Students will research the types of governments for their assigned continent. Using this data, they will create a pie chart to show which systems are more commonly or less commonly found on their particular continent. Pie charts from the five continents with multiple countries will be compared and discusses for patterns.
- **Globalization Home Inventory:** Students will examine their role in globalization by finding where everyday items in their homes are made. Clothing, Heath/Beauty, Electronics and Food/Drink will be the areas of focus.

- **Globalization Opinion Essay:** Student will form an opinion on globalization and its impact on world trade and cultures. Students will weigh the pros and cons created by this economic concept and determine if it is indeed uniting the world together or pulling certain groups farther apart.
- **Unit Test** - which covers all material taught within the Unit. In the format of multiple choice, data-based questions, and open-ended questions.

**Resources:**

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

US Federal Reserve- Video Series – youtube.com

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
<u>Population: Growth and Density</u>	2-3 class periods	<ul style="list-style-type: none"> <li>- Define terms related to population and topography.</li> <li>- Relate an increasing population to other factors; i.e. – availability of resources</li> </ul>	<ul style="list-style-type: none"> <li>-Construct a population pyramid that delineates population data on various countries</li> <li>- Make correlations between the shapes of the graph made and growth patterns of different nations</li> </ul>	<p><b>UNIT Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>- daily classwork and homework assignments to reinforce concepts and expand knowledge</li> <li>- Writing assignments; informative or editorials:               <ul style="list-style-type: none"> <li>- population growth and trends in America</li> </ul> </li> <li>-formal unit assessment</li> </ul>	<p><b>NJ SLS:</b></p> <ul style="list-style-type: none"> <li>6.1.8.B.1.b</li> <li>6.1.8.B.2.a</li> <li>6.2.8.C.4.a L</li> </ul>
<u>Culture: Race &amp; Ethnicity, Religions</u>	1 class periods	-Compare perceptions on place and region by analyzing cultures	<ul style="list-style-type: none"> <li>-Notetaking on terms: <i>race, ethnicity, culture, sub-culture, nationality</i></li> <li>- Have students investigate and construct a list of their backgrounds related to the terms defines</li> </ul>	<p><b>UNIT Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>- daily classwork and homework assignments to reinforce concepts and expand knowledge</li> <li>- creation of self-portrait on one’s cultural background</li> <li>-formal unit assessment</li> </ul>	<p><b>NJSLs:</b></p> <ul style="list-style-type: none"> <li>6.2.8.D.2.a</li> <li>6.2.8.D.3.d</li> </ul>
Systems of Government	2-3 class periods	-Explain the primary functions of government	- Identify the traits locate examples of different systems of	<p><b>UNIT Benchmarks/Assessments include, but are not limited to:</b></p>	<p><b>NJ SLS:</b></p> <ul style="list-style-type: none"> <li>6.1.8.A.1.a</li> </ul>

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		<ul style="list-style-type: none"> <li>-Define the functions of our government and the characteristics of other forms of governance</li> <li>-Compare the functions of systems of world government (UN and NATO).</li> </ul>	<ul style="list-style-type: none"> <li>national government through a PowerPoint or Prezi presentation</li> <li>- Construct Pie charts by continent to illustrate common systems of government and compare trends between continents.</li> </ul>	<ul style="list-style-type: none"> <li>- daily classwork and homework assignments to reinforce concepts and expand knowledge</li> <li>- creation of pie graph on governmental practices in nations</li> <li>- formal unit assessment</li> </ul>	
Economics and Globalization	4-5 class periods	<ul style="list-style-type: none"> <li>-Distinguish the differences between costs and price.</li> <li>-Identify examples of supply and demand</li> <li>- Describe how economies differ amount developed and developing nations.</li> <li>- Examine how globalization impacts cultures all over the world and relate it to factors in our everyday lives</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the interconnection between price, cost and profit.</li> <li>- Compare concepts and factors influencing Supply and Demand and relate them to the Supply/Demand Curve</li> <li>- Examine scenarios that can impact our buying habits and thus impact supply or demand.</li> <li>- Evaluate the impact of globalization on economies and cultures around the world.</li> </ul>	<p><b>UNIT Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>- daily classwork and homework assignments to reinforce concepts and expand knowledge</li> <li>- Writing prompt: Globalization opinion essay; graded according to rubrics used by LA teachers.</li> </ul>	<p><b>NJSLS:</b></p> <p>6.1.12.B.16.a , 6.2.12.C.5.d , 6.1.12.C.6.c , 6.2.12.C.6.c</p>

**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

For Special Education Students:

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4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
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4. Dual-Language Texts: Utilizing the updated textbook program, utilize translation options to offer dual-language texts or books that present content in both English and the students' native language as they continue their English language education.

For Gifted Students:

1. Additional Enrichment Activities: Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
2. Advanced Reading Assignments: Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. Independent Research Projects: Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. Flexible Pacing: Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:**

- PowerPoint or Prezi presentation software for dissemination of notes
- Chromebooks for WebQuests
- Submission of paperless writing assignments through Google-Classroom

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### **Unit 3: United States Geography**

**Summary of the Unit:** The United States unit will teach about the physical geography of America. Instruction will include: mapping the nation, information about USA landforms and bodies of water, such as the Rocky Mountains (Mt. McKinley), the Interior Plains, and the Coastal Regions; Great Lakes, and major rivers will also be discussed. Students will learn about the natural resources of USA and how our exports contribute to our growing economy. The unit will also include instruction on the cultural/social geography of the United States including information on lifestyles of Americans depending on where they live and global issues associated with America, such as border security and international relations and global warmings impact on Coastal Regions. Students will also probe these issues of the nation as a participant in the global community.

**Enduring Understanding:**

- Students will recognize the features and aspects that define an area as a physical and cultural region.
- Global citizens have the knowledge and ability to recognize and analyze material applicable to the physical and cultural geography of a region and investigate the association of interdependence and globalization.

**Essential Questions:**

- ✓ How might a wide variety of landforms and bodies of water, such as lakes, mountains areas, coastlines affect transportation, communication and human behaviors?
- ✓ In what ways can language and religion of immigrants into America contribute to our national identity?
- ✓ In what ways can human activity both benefit and harm the environment?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

- **Regional Project** – Students will research specific regions of the USA and create a poster that displays key information on their assigned Geographic Region of the United States.
- **Landmarks Research Project** – Students will be presented with a hypothetical scenario that the government due to budget cut is considering closing National Parks. Students will be assigned three parks to research and will then write an informative/persuasive essay describing each park and give a recommendation as to which parks should not be considered for closer. Students will focus on the importance of the parks to our cultural identity and will avoid passing judgement on parks of a lesser magnitude.
- **“Instagram” Post** – Students will design a poster that resembles an Instagram post about a specific region of the Nation
- **Unit Test** - which covers material on vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues in the format of multiple choice, data-based questions, and open-ended questions.

**Resources:**

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Political Geography of USA	3-5 class periods	-Identify and locate the 50 States and key US Territories. - Name state capitals, abbreviations -Describe events that caused growth of US controlled land	- Students will label a map of the 50 states and their capitols - Students will identify state abbreviations	<b>Benchmarks/Assessments include, but are not limited to:</b> -Map and/or Capitals quiz -Writing assignment using vocabulary terms - daily classwork and homework assignments	<b>NJ SLS:</b> 6.1.8.B.1.b , 6.1.8.B.4.b , 6.1.8.CS4 , 6.2.8.B.2.a

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Vocabulary development	1-2 class periods	-Analyze vocabulary terms appropriate to the unit and use terms successfully in oral and written communications	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will use the text book to define the unit vocabulary</li> <li>-Students will write and perform a newscast using vocabulary terms</li> <li>-Students will design flashcards for the vocabulary terms that include the definitions, parts of speech, and an illustration of the term's meaning</li> <li>-Create a Google presentation in the form of an online geographic dictionary that provides a link to the definition, part of speech, and an illustration</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>- Grade the newscast based on the proper use of vocabulary terms</li> </ul>	<p><b>NJSLS</b>  <b>ELA-Lit.RH.6-8.7</b>  <b>ELA-Lit.RH.6-8.4</b></p>
			-Students will complete the textbook resource on content vocabulary		

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Physical Geography of USA	8 class periods	<ul style="list-style-type: none"> <li>-Describe and locate Physical Regions</li> <li>- Define key landforms in the nation.</li> <li>- Examine the landforms/ regions of New Jersey.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the physical regions through PowerPoint presentations</li> <li>-Students will label a map showing the various physical regions</li> <li>- View a video "<u><i>Sea to Shining Sea</i></u>" that show the physical regions and respond to questions based on video content.</li> <li>- Examine the physical regions within our home state, New Jersey and how the state varying terrains make our state unique</li> </ul>	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will use paper maps to determine landforms and waterways located within USA</li> <li>-Students will use online resources such as <a href="http://maps.com">maps.com</a> or <a href="http://www.sheppardsoftware.com/">http://www.sheppardsoftware.com/</a> to determine locations of countries, landforms, and bodies of water</li> <li>-Students will take notes on the region's landforms and bodies of water and their significance to the region</li> <li>-Students will read from the textbook about the physical geography of Canada in chapter four, section 1, and complete accompanying handouts from the textbook's supplemental materials workbook</li> </ul>	<p><b>NJ SLS:</b> 6.1.8.B.1.b 6.2.8.B.2.a 6.1.12.B.2.a</p> <p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>
Human Geography of USA	1-2 class periods	-Determine the system of highway and the numbering system	- Describe the system of highway signage and numbering.		NJ SLS: 6.1.8.B.1.b 6.2.8.B.2.a 6.1.12.B.2.a



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		- How can the Census help us understand migration patterns within the nation	- Examine recent Census data to determine current and future population trends within the nation.		
Natural resources of USA	1-3 class periods	SWBAT identify and analyze the natural resources of USA	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will take notes on USA’s natural resources and their significance to the region</p> <p>-Students will read from the textbook about the natural resources of USA in chapter four, section 1, and complete accompanying handouts or Use Guided Reading Chapter-summary handouts</p> <p>-Students will complete a graphic organizer that charts each country’s natural resources and compares the country’s Gross Domestic Product, literacy rate, and life expectancy to the abundance of natural resources</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Assign each student a region within the nation. Have each student create a scaled, cut-out version of the country. Students will research the countries natural resources and lifestyle factors to create a map that displays this information with a common natural resource and lifestyle key. Assemble the cut-out regions into a map of the nation</p>	<p>NJ SLS:</p> <p>6.1.12.B.2.a 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b</p>
Global issues of USA	1-2 class periods	SWBAT identify and analyze current global issues relevant to America	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will use current events and online resources, such as <a href="#">CNN Student News</a>,</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students will select a topic associated with current issues of USA and</p>	<p>NJ SLS:</p> <p>6.1.12.B.2.a 6.1.12.B.15.a</p> <p>:</p>

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			National Geographic Magazine and <a href="#">Newseum</a> to explore issues of the nation.	gather four different articles about the topic over a two-week period. Students will summarize each article, and write a reflection paragraph to summarize all four of the articles - An organized fish-bowl style discussion on current selected issues.	
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2. Advanced Reading Assignments: Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
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5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:**

-Google presentation to create an online dictionary for vocabulary development

-Online mapping resources, such as [maps.com](http://maps.com) , <http://www.sheppardsoftware.com/> or [www.worldatlas.com](http://www.worldatlas.com)

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Unit 4: United States Civics – Introduction

**Summary of the Unit:** Students will be introduced to the rewards of living in a Democratic system of government. However, our freedom comes with certain responsibilities and duties to help ensure our system will continue. The United States is a nation of Laws; developed to bring order to our lives and keep our rights protected. Certain rights however are only afforded to those with full citizenship; thus, how does an immigrant gain full citizenship status? In addition, this unit will examine the founding documents of our nation’s freedom (Constitution, Bill of Rights). Through scenarios and simulations students will gain a clearer understanding of the rights they have and how life could be very different if they did not exist

### Enduring Understanding:

- Every citizen is like a puzzle piece in our nation; we get out only what we give to our nation
- Our Founding Fathers designed a government that could change with the times
- Each person needs to be aware of their rights in order to be a fully engaged member of society

### Essential Questions:

- How do Civic duties differ from responsibilities? And what consequences are in place to ensure we adhere to them?
- How does an immigrant become a full US Citizen?
- What rights are we afforded through the Bill of Rights and Constitution?
- What limits of government exist through the Bill of Rights and Constitution?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

- **Citizenship Made Simple** = Students will create a pamphlet modeled after the bestselling book series “...For Dummies”. A quick easy to read, simplistic approach to stating the required duties and suggested responsibilities of a modern citizen will be listed and explained. Audience for brochure could be: immigrants, those considering naturalization, or citizens who live in area with low voter turnout.
- **Project Citizen**= Students will consider a local, state or national issue that is in need to change or just a social condition. Students will consider the issue and develop a proposal that could in turn become part of a larger reform. *This will be loosely based on the complex Center for Civic Education’s program*

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**Resources:**

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Civics Today; Citizenship, Economics, and You © 2004

We the People: The Citizen and the Constitution © 2007

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
Civic Duties / Responsibilities	1- 2 class periods	<ul style="list-style-type: none"> <li>- Define what a Civic Duty is and the consequences for violating them.</li> <li>- Explain the need for Americans to be a part of our democratic system</li> </ul>	<ul style="list-style-type: none"> <li>-Students will use the text book to define the unit vocabulary</li> <li>- Students will engage in open dialogue about duties and responsibilities of a citizen</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>-Writing assignment using vocabulary terms</li> </ul>	<p>NJSLs D2.Civ.1.6-8 D2.Civ.2.6-8 D2.Civ.7.6-8</p>
Immigrants and Naturalization	1-2 class periods	<ul style="list-style-type: none"> <li>-Explain why the United States is a "Nation of Immigrants".</li> <li>- Understand that not every citizen is born in the United States, and identify the process to become a U.S. citizen.</li> <li>- Examine documents: Green Cards, Visa, Naturalization Application</li> </ul>	<ul style="list-style-type: none"> <li>-Describe in detail the two paths to citizenship.</li> <li>-Experience the process of naturalization through a simulation.</li> <li>- Debate whether or not immigration helps or hurts a country.</li> <li>- Develop/Examine bar graphs to show</li> </ul>		<p><b>NJ SLS:</b> 6.1.8.D.4.a</p>

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			immigration trends in our nation's history		
Structure of the Constitution	4-5 class periods	- Define the role of each branch of government -Explain each Article of the Constitution	- Chart out each Article of the Constitution: Purpose, branch. Limits, vocabulary.	<b>Benchmarks/Assessments include, but are not limited to:</b>	<b>NJ SLS:</b> 6.1.8.A.3.b 6.1.8.A.3.d 6.1.8.A.3.g
		- Compare Expressed and Implied powers of Congress - Examine the functionality of the system of Checks-and-Balances	-Examine instances of Congressional decisions and determine if expressed or implied powers applied	- daily classwork and homework assignments	6.1.8.D.5.d 6.3.12.D.1
Bill of Rights	4-5 class periods	-Identify principles that are afforded through the Bill of Rights - Describe limits that exist on those rights	~Translate the wording of each Bill of Right Amendment into a phrase that is easier to explain.	<b>Benchmarks/Assessments include, but are not limited to:</b> - daily classwork and homework assignments - Simulations on how Bill of Rights protect us.	<b>NJ SLS:</b> 6.1.8.A.3.b 6.1.8.A.3.d 6.1.8.A.3.g 6.1.8.D.5.d 6.3.12.D.1
Amendments	2-4 class periods	~ Analyze the basic structure of the Constitution.  ~ Identify key concepts of amendments 11 thru 27; and display an understanding rights granted through Amendments 11-27	~ Work in collaborative groups and write a one sentence summary of the rights granted through each Amendment.	<b>Benchmarks/Assessments include, but are not limited to:</b> - Daily classwork and homework assignments - Simulations on if a situation can occur Constitutionally.	<b>NJ SLS:</b> 6.1.8.A.3.b 6.1.8.A.3.d 6.1.8.A.3.g 6.1.8.D.5.d 6.3.12.D.1
<b>Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:</b> For Special Education Students:					

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1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
3. Bilingual Glossaries: Create bilingual glossaries or vocabulary lists that define key terms in both English and the students' native language.
4. Dual-Language Texts: Utilizing the updated textbook program, utilize translation options to offer dual-language texts or books that present content in both English and the students' native language as they continue their English language education.

For Gifted Students:

1. Additional Enrichment Activities: Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
2. Advanced Reading Assignments: Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. Independent Research Projects: Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. Flexible Pacing: Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:**

- <https://www.icivics.org/> = Web-based education project designed to teach students civics and inspire them to be active participants in U.S. democracy.

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and

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problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.



## Unit 5: United States Civics – Branches of Government

**Summary of the Unit:** This unit gives an in-depth look into the workings of our government. The role of each branch at both the local, state and federal levels will be explained. Requirements to hold office as well as congressional districting and Electoral College will be discussed/debated. Students will gain a much clearer understanding of what our government does for us and how their actions shape our lives. A focus on landmark Supreme Court Cases will also give students an idea as to how our rights and freedoms change over time.

### Enduring Understanding:

- Congress is a bi-partisan collection of elected officials from across the nation whose job is to protect and improve the lives of those they represent.
- The President oversees many key government offices and appoints people to run the daily operations of those offices. Thus, the Presidents greatest role is that of delegating work not doing it all his/herself.
- Civil Courts deal with disputes while Criminal Courts deal with law violations
- The Supreme Court weighs several factors and goes through several steps prior to rendering a decision.

### Essential Questions:

- ✓ What are the functions of each branch and how does each branch monitor the others?
- ✓ How does each branch support our democratic values and principles?
- ✓ Who are our current elected/appointed officials within each branch?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

- **Congressional Committees** = Students will research the various committees of Congress. Who chairs them and what is their purpose. Recent actions and historical findings will be part of the student's research. Presentations will occur upon completion
- **The President's Cabinet** = Students will research the current cabinet of the President. What department they lead and the goals of that department. Recent actions and historical findings will be part of the student's research. Presentations will occur upon completion

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- **Landmark Supreme Court Cases** = Students will breakdown selected key court cases. Persons involved, events, rights claimed to be violated. Students will decide how they would rule on the case prior to the teacher revealing the actual decision. Students will then hypothesize how a different ruling in these cases could impact us today.

**Resources:**

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Civics Today; Citizenship, Economics, and You © 2004

We the People: The Citizen and the Constitution © 2007

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Legislative Branch	5-6 class periods	<ul style="list-style-type: none"> <li>▪ How Congress is organized and what are the qualifications to serve.</li> <li>▪ Compare Expressed and Implied Powers</li> <li>▪ Process for making a law</li> <li>▪ How is representation determined and districts drawn?</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the organization and work of Congress</li> <li>- Differentiate Federal, State and Local level legislatures</li> <li>-Map out the process for creating a law</li> <li>-Map out the process for creating an Amendment</li> <li>- Research who our legislative representatives are</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>- Daily classwork and homework assignments:</li> <li><i>How a Bill becomes a Law</i></li> <li><i>Expressed vs. Implied Powers</i></li> <li><i>Congressional Committees</i></li> </ul>	<p><b>NJ SLS:</b></p> <ul style="list-style-type: none"> <li>6.1.8.A.3.b</li> <li>6.1.8.A.3.d</li> <li>6.1.8.A.3.g</li> <li>6.1.8.D.5.d</li> <li>6.3.12.D.1</li> </ul>
Executive Branch	7-8 class periods	<ul style="list-style-type: none"> <li>▪ How Executive Office is organized and what are the qualifications to serve as President.</li> <li>▪ What is the line of succession to the</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiate Federal, State and Local level leaders</li> <li>-Examine instances of Executive Orders and judge the effectiveness/ ethics of their use.</li> <li>- Explore the requirements to</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>- Daily classwork and homework assignments:</li> <li><i>The Hats of the President'</i></li> <li><i>Presidential Succession</i></li> </ul>	<p><b>NJ SLS:</b></p> <ul style="list-style-type: none"> <li>6.1.8.A.3.b</li> <li>6.1.8.A.3.d</li> <li>6.1.8.A.3.g</li> <li>6.1.8.D.5.d</li> <li>6.3.12.D.1</li> </ul>

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		<p>Presidency?</p> <ul style="list-style-type: none"> <li>What is the cabinet and how do they influence policy</li> </ul>	<p>hold the office.</p> <ul style="list-style-type: none"> <li>Evaluate the Electoral College as a means of electing the President</li> </ul>	<ul style="list-style-type: none"> <li>Editorial Writing prompt on the continuing use of the Electoral College</li> </ul>	
			<ul style="list-style-type: none"> <li>Define the various jobs/"hats" of the President</li> <li>Analyze Presidential succession and learn about instances when succession occurred.</li> <li>Research the current Presidential Cabinet and describe their roles.</li> </ul>		
Judicial Branch	12-14 class periods	<ul style="list-style-type: none"> <li>Describe the different levels of federal courts and the appeals process</li> <li>The role of the Supreme Courts and what are the qualifications to serve as Justice.</li> <li>Analyze pivotal court decisions and evaluate how those decisions impact our lives today.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the organization and work of the Courts</li> <li>Compare Civil versus Criminal cases</li> <li>Describe the different levels of courts and the type of cases they hear</li> <li>Explore the requirements to hold the office.</li> <li>Research the current Supreme Court and describe the background of the justices.</li> <li>Examine historical Supreme Court Decisions and evaluate how the rulings impact our lives today.</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>Daily classwork and homework assignments</li> <li>Writing Prompt: <i>Summarize landmark Supreme Court cases; predict how a different decision would impact our lives today</i></li> </ul>	<p><b>NJ SLS:</b></p> <ul style="list-style-type: none"> <li>6.1.8.A.3.b</li> <li>6.1.8.A.3.d</li> <li>6.1.8.A.3.g</li> <li>6.1.8.D.5.d</li> <li>6.3.12.D.1</li> </ul>
<p><b>Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:</b></p> <p>For Special Education Students:</p> <ol style="list-style-type: none"> <li>IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.</li> </ol>					

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2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
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For Gifted Students:

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2. Advanced Reading Assignments: Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. Independent Research Projects: Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. Flexible Pacing: Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:**

- <https://www.icivics.org/> = Web-based education project designed to teach students civics and inspire them to be active participants in U.S. democracy.

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Unit 6: Geography of Canada

**Summary of the Unit:** The Canadian unit will teach about the physical geography of Canada. Instruction will include: mapping the nation, formation about Canada's landforms and bodies of water, such as the Rocky Mountains (Mt. Logan), the Canadian Shield and Basin, the Plains and the Maritimes, Great Slave Lake, and Great Bear Lake. Students will learn about the natural resources of Canada, such as oil and natural gas, minerals, and timber. The unit will also include instruction on the cultural geography of Canada including information on lifestyles of Canadians depending on where they live and global issues associated with Canada, such as border security and trade with the United States, the separatist movement in Quebec and global warmings impact on Nunavut. Students will also probe these issues of the nation as a participant in the global community.

### Enduring Understanding:

- Students will cognize the features and aspects that define an area as a physical and cultural region.
- Global citizens have the knowledge and ability to recognize and analyze material applicable to the physical and cultural geography of a region and investigate the association of interdependence and globalization.

### Essential Questions:

- ✓ How might a wide variety of landforms and bodies of water, such as lakes, mountains areas, coastlines affect transportation, communication and human behaviors?
- ✓ In what ways can language and religion both unite and divide a region?
- ✓ In what ways can human activity both benefit and harm the environment?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

- **“Hockey Jersey” project**—students will select a province or territory and complete the criteria about the physical and cultural geography of the province/territory, such as map skills, landforms, landmarks, and natural resources. Students will display the criteria creatively on a ‘hockey jersey’ that represents the culture of the selected province or territory as a whole. Student presentations of the project will allow others in the class to document the criteria presented in a graphic organizer that gathers data in a document, either paper or a Google document.
- **Unit Test-** which covers material on vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues in the format of multiple choice, data-based questions, and open-ended questions.

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**Resources:**  
 Textbook: Exploring Civics and Economics - © 2024  
Exploring Geography and Global Issues - © 2024  
 Supplemental: Exploring Our World: People, Places, and Cultures – © 2008  
 Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSL S
Vocabulary development	1-2 class periods	SWBAT analyze vocabulary terms appropriate to the unit and use terms successfully in oral and written communications	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will use the text book to define the unit vocabulary</li> <li>-Students will write and perform a newscast using vocabulary terms</li> <li>-Students will design flashcards for the vocabulary terms that include the definitions, parts of speech, and an illustration of the term’s meaning</li> <li>-Create a Google presentation in the form of an online geographic dictionary that provides a link to the definition, part of speech, and an illustration</li> <li>-Students will complete the textbook resource on content vocabulary</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>- Grade the newscast based on the proper use of vocabulary terms</li> </ul>	<p><b>NJ SLS</b>            ELA-Lit.RH.6-8.7            ELA-Lit.RH.6-8.4</p>

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<p>Physical geography: Locations of Provinces/Territories within the region, landforms and bodies of water</p>	<p>3-4 class periods</p>	<p>- Locate and identify Provinces/Territories within the region and their capitals</p> <p>- Locate major landforms and bodies of water in Canada and determine the importance of these physical features</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will use paper maps to determine Provinces and Territories located within Canada</p> <p>-Students will use online resources such as <a href="http://maps.com">maps.com</a> or <a href="http://www.sheppardsoftware.com/">http://www.sheppardsoftware.com/</a> to determine locations of</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students will study to complete a blank map, either paper or with an online mapping resource</p> <p>-Students will use a blank map, either paper or an online mapping resource,</p>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>
			<p>countries, landforms, and bodies of water</p> <p>-Students will take notes on the region's landforms and bodies of water and their significance to the region</p> <p>-Students will read from the textbook about the physical geography of Canada in chapter four, section 1, and complete accompanying handouts from the textbook's supplemental materials workbook</p>	<p>to add in landforms and bodies of water on a map of the region</p>	

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<p>Natural resources of Canada</p>	<p>1-2 class periods</p>	<p>- Identify and analyze the natural resources of Canada</p>	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will take notes on Canada’s natural resources and their significance to the region</li> <li>-Students will read from the textbook about the natural resources of Canada, and complete accompanying handouts or Use Guided Reading Chapter-summary handouts</li> <li>-Students will complete a graphic organizer that charts each country’s natural resources and compares the country’s Gross Domestic Product, literacy rate, and life expectancy to the abundance of natural resources</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Assign each student a country within the region. Have each student create a scaled, cut-out version of the country. Students will research the countries natural resources and lifestyle factors to create a map that displays this information with a common natural resource and lifestyle key. Assemble the cut-out countries into a map of the region</p>	<p>NJ SLS: 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b</p>
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Cultural geography of Canada	1-2 forty-minute class periods	- Identify and analyze the cultural geography of Canada	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will view a documentary, Canada Its Land and Resources, about life in Canada, how the Canadians make a living; comprehension questions about the documentary will accompany the lesson</p> <p>-Students will explore the cultural geography of Canada through a web-quest at <a href="http://www.globaleye.org.uk">www.globaleye.org.uk</a></p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students will design a Venn Diagram that compares and contrasts the life of a Canadian to that of an American after viewing documentary, Canada Its Land and Resources</p> <p>- Students will design a Hockey jersey that describes the cultural geography and natural resources of a particular territory/province</p>	<p><b>NCSLS:</b> SOC.6.3.8.CS 8 SOC.6.3.8.CS5</p> <p><b>NJ</b> Tech.8.1.8.A .1</p>
Global issues of Canada	1-2 forty-minute class periods	- Identify and analyze current global issues relevant to Canada	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will use current events and online resources, such as <a href="#">CNN Student News</a> , National Geographic Magazine and <a href="#">Newseum</a> to explore issues of the nation, such as border security , Quebec’s separatist movement, and other events that may arise after implementation of this curriculum.</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students will select a topic associated with current issues of Canada and gather four different articles about the topic over a two-week period. Students will summarize each article, and write a reflection paragraph to summarize all four of the articles</p> <p>- An organized fish-bowl style discussion on current selected issues.</p>	<p><b>NJ SLS:</b> 6.1.12.B.15.a</p>

**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

For Special Education Students:

1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
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For Gifted Students:

1. Additional Enrichment Activities: Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
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3. Independent Research Projects: Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. Flexible Pacing: Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

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**Suggested Technological Innovations/ Use:**

- Video – *Canada Its Land and Resources* via DiscoveryEducation.com
- Google presentation to create an online dictionary for vocabulary development
- Online mapping resources, such as [maps.com](http://maps.com) , <http://www.sheppardsoftware.com/> or [www.worldatlas.com](http://www.worldatlas.com)

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Unit 7: Geography of Latin America

**Summary of the Unit:** The Latin American unit will teach about the physical geography of Latin America. This will include instruction on vocabulary terms relevant to the unit, such as isthmus, cordillera, archipelago, and tropics. Instruction will continue in map skills, such as information about the Tropics and the Southern hemisphere. Instruction will include information about Latin America's landforms and bodies of water, such as the Andes Mountains, the Amazon Rain Forest and Basin, the Llanos and the Pampas, the Brazilian Highlands, the Amazon River, Lake Maracaibo, and Lake Titicaca. Students will learn about the natural resources of Latin America, such as oil and natural gas, minerals, and timber; and the various climate regions and climate zones in the higher elevations. The unit will also include instruction on the cultural geography of Latin America including information on lifestyle, such as modern life on the Amazon River and global issues associated with Latin America, such as Cuban/ United States relations and the destruction of the Amazon Rain Forest. The topics mentioned provide students the ability to examine the region as a physical and cultural entity. Students will also probe the issue of the region as a participant in the global community.

### Enduring Understanding:

- Students will recognize the features and characteristics that define this area as a physical and cultural region.
- Global citizens have the knowledge and ability to recognize and analyze characteristics of the physical and cultural geography of a region which make it unique and individualized. In addition, global citizens understand the importance of investigating the effects of interdependence, and the role the region plays in a global culture.

### Essential Questions:

- ✓ How might a wide variety of landforms and bodies of water, such as rain forests, mountainous areas, and lakes and rivers, affect transportation and communication?
- ✓ In what ways can language and religion both unite and divide a region?
- ✓ In what ways can human activity both benefit and harm the environment?

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**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

- **“Soccer Jersey” project**—students will select a country from Latin America and complete the criteria about the physical and cultural geography of the country, such as map skills, landforms and bodies of water, climate, and natural resources. Students will display the criteria creatively on a ‘soccer jersey’ that represents the culture of the selected country and the region as a whole. Student presentations of the project will allow others in the class to document the criteria presented in a graphic organizer that gathers data in a document, either paper or a Google document.
- **Unit Test** - which covers material on vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues in the format of multiple choice, data-based questions, and open-ended questions.

**Resources:**

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Vocabulary development	1-2 class periods	SWBAT analyze vocabulary terms appropriate to the unit and use terms successfully in oral and written communications	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>- Students will use the text book to define the unit vocabulary and will complete the textbook resources on content vocabulary</li> <li>-Students will write and perform a newscast using vocabulary terms</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary quiz</li> <li>- Grade the newscast based on the proper use of vocabulary terms</li> </ul>	<p><b>NJSLS</b> ELA-Lit.RH.6-8.7 ELA-Lit.RH.6-8.4</p>
Physical geography: Locations of countries within the	3-4 class periods	SWBAT locate and identify countries within the region and their capitals	<p><b>Possible activities include, but are not limited to:</b></p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will study to complete a blank map,</li> </ul>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>

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<p>region, landforms and bodies of water</p>		<p>SWBAT locate major landforms and bodies of water in Latin America and determine the importance of these physical features</p>	<p>-Students will use paper maps to determine countries located within the region of Latin America and within each sub-region</p> <p>-Students will use online resources such as <a href="http://maps.com">maps.com</a> or <a href="http://www.sheppardsoftware.com/">http://www.sheppardsoftware.com/</a> to determine locations of countries, landforms, and bodies of water</p> <p>-Students will take notes on the region's landforms and bodies of water and their significance to the region</p> <p>-Students will read from the textbook about the physical geography of Latin America and complete accompanying handouts</p>	<p>either paper or with an online mapping resource</p> <p>-Students will use a blank map, either paper or an online mapping resource, to add in landforms and bodies of water on a map of the region</p> <p>-Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p>	
<p>Natural resources of Latin America</p>	<p>1-2 class periods</p>	<p>SWBAT identify and analyze the natural resources of Latin America</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>- Students will take notes on the region's natural resources and their significance to the region</p> <p>-Students will read from the textbook about the natural resources of Latin America and complete accompanying handouts</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p>	<p>NJ - SLS: 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b NJ -Tech: 8.1.8.A.1</p>

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			<p>-Students will complete a graphic organizer that charts each country's natural resources and compares the country's Gross Domestic Product, literacy rate, and life expectancy to the abundance of natural resources</p> <p>-Students will complete a web-quest on Mexico's climate using the site at <a href="http://www.globaleye.org.uk">www.globaleye.org.uk</a></p>	<p>-Assign each student a country within the region. Have each student create a scaled, cut-out version of the country. Students will research the countries natural resources and lifestyle factors to create a map that displays this information with a common natural resource and lifestyle key. Assemble the cut-out countries into a map of the region</p> <p>-Grade the web-quest based on content and accuracy</p>	
Climate regions of Latin America	1-2 forty-minute class periods	SWBAT identify and analyze the significance of climate regions in Latin America geography of Latin America	<p><b>Possible activities include, but are not limited to:</b></p> <p>- Students will take notes on the region's climate, weather patterns and their significance to the region</p> <p>-Students will read from the textbook about the climate of Latin America and complete accompanying handouts,</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p> <p>-Grade answers to web-quest for accuracy</p>	NJ - SLS: 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b

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			<p>-Students will complete a web-quest on Mexico's climate using the site at <a href="http://www.globaleye.org.uk">www.globaleye.org.uk</a></p>	<p>-Quiz on the climate regions of Latin America</p> <p>-Students will use a blank map, either paper or an online mapping resource, to add in climate zones on a map of the region</p>	
Cultural Geography of Latin America	1-2 forty-minute class periods	SWBAT identify and analyze the cultural geography of Latin America	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will view a documentary, Elida's Story, about life of a modern family who lives along the Amazon River and answer comprehension questions about the documentary</p> <p>-Students will explore the cultural geography of the Caribbean Islands and Mexico through two separate web-quest at <a href="http://www.globaleye.org.uk">www.globaleye.org.uk</a></p> <p>-Students will watch the documentary; <i>Viva la Causa</i>, the story of Cesar Chavez and Delores Huerta's struggle to improve working conditions for migrant farm workers and answer comprehension questions about the documentary</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students will design a Venn Diagram that compares and contrasts their life with the life of Elida from the documentary, Elida's Story</p> <p>-Student answers to the web-quest will be graded on accuracy and content</p> <p>-Students will design a boycott sign about fair labor practices for Mexican farm workers</p>	<p><b>NJ SLS</b> ELA-Lit.RH.6-8.7</p> <p><b>NCSLS:</b> SOC.6.3.8.CS8 SOC.6.3.8.CS5</p> <p><b>NJ</b> Tech.8.1.8.A.1</p>
Global issues of Latin America	1-2 forty-minute class periods	SWBAT identify and analyze current global issues relevant to Latin America	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will use current events and online resources, such as <a href="#">CNN Student News</a>,</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p>	<p><b>NJ SLS:</b> 6.1.12.B.15.a</p>



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			<p>National Geographic Magazine and <a href="#">Newseum</a> to explore global issues of the region, such as United States / Cuba relations, the Zika virus, Latin America's economy and other events that may arise after implementation of this curriculum.</p>	<p>-Students will select a topic associated with current global issues of Latin America and gather four different articles about the topic over a two-week period. Students will summarize each article, and write a reflection paragraph to summarize all four of the articles</p>
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**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

For Special Education Students:

1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
3. Bilingual Glossaries: Create bilingual glossaries or vocabulary lists that define key terms in both English and the students' native language.
4. Dual-Language Texts: Utilizing the updated textbook program, utilize translation options to offer dual-language texts or books that present content in both English and the students' native language as they continue their English language education.

For Gifted Students:

1. Additional Enrichment Activities: Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.

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2. Advanced Reading Assignments: Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. Independent Research Projects: Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. Flexible Pacing: Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:**

- Google presentation to create an online dictionary for vocabulary development
- Online mapping resources, such as [maps.com](http://maps.com) or <http://www.sheppardsoftware.com/>
- Various online news sites, such as [CNN Student News](#), [Newseum](#)
- Various web-quests on Latin America, found at sites such as [www.globaleye.org.uk](http://www.globaleye.org.uk)

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Unit 8: Geography of Europe

**Summary of the Unit:** The European unit will teach about the physical geography of Europe. This will include instruction on vocabulary terms relevant to the unit, such as landlocked and navigable. Instruction will continue in map skills, including reading specialty maps such as physical, political, and population density maps. Instruction will include information about the idea that Europe is a huge peninsula with few landlocked countries. Other physical features include plains, mountains, highlands, and islands. There are bodies of water, such as navigable rivers and seas and lakes. Students will learn about the natural resources of Europe such as energy resources like coal and petroleum, as well as minerals and timber. Students will also learn about Europe's environmental issues such as air and water pollution. In addition, instruction will be provided on the various climate regions such as Marine West Coast, Humid Continental, and Mediterranean. The unit will also include instruction on the cultural geography of Europe including information on lifestyle, such as leisure, religion, and arts; and global issues associated with Europe, such as a changing population and ethnic mix and the role of the European Union in a global world. The topics mentioned provide students the ability to examine the region as a physical and cultural entity. Students will also probe the issue of the region as a participant in the global community.

### Enduring Understanding:

- Students will recognize the features and characteristics that define this area as a physical and cultural region.
- Global citizens have the knowledge and ability to recognize and analyze characteristics of the physical and cultural geography of a region which make it unique and individualized. In addition, global citizens understand the importance of investigating the effects of interdependence, and the role the region plays in a global culture.

### Essential Questions:

- ✓ How are European countries influenced by their proximity to water?
- ✓ What forces have helped to unify Europe as a cultural region without the benefits of common languages, histories, and governments?
- ✓ What factors have solidified Europe as an important economic leader in the world?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

- Students will complete a postcard project, either paper or electronic, which chronicles a virtual trip through Europe and demonstrates knowledge of vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues of Europe
- A unit test which covers material on vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues in the format of multiple choice, data-based questions, and open-ended questions.

**Resources:**  
 Textbook: Exploring Civics and Economics - © 2024  
Exploring Geography and Global Issues - © 2024  
 Supplemental: Exploring Our World: People, Places, and Cultures – © 2008  
 Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
<b>Vocabulary development</b>	1-2 class periods	SWBAT analyze vocabulary terms appropriate to the unit and use terms successfully in oral and written communications	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will use the text book to define the unit vocabulary and will complete the textbook resources on content vocabulary</p> <p>- Students will create a vocabulary dictionary, either in paper form or using an online tool such as Google presentation that demonstrates knowledge of the definition, part of speech, and an illustration</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>--Create a vocabulary crossword puzzle either in paper format or using an online tool such as <a href="http://www.discoveryeducation.com/free-puzzlemaker">www.discoveryeducation.com/free-puzzlemaker</a></p> <p>-Grade the dictionary based upon content and appropriate use of vocabulary terms based upon a rubric</p>	<p><b>NJSLS</b>            ELA-Lit.RH.6-8.7            ELA-Lit.RH.6-8.4  <b>NJ</b>            Tech.8.1.8.A.1</p>

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<p><b>Physical geography of Europe:</b> Locations of countries within the region, landforms and bodies of water</p>	<p>3-4 class periods</p>	<p>Locate and identify countries within the region and their capitals</p> <p>Locate major landforms and bodies of water in Europe and determine the importance of these physical features</p>	<p>Students will use online resources to complete web-quests, from sites such as <a href="http://www.worldatlas.com">www.worldatlas.com</a> or <a href="http://www.kbears.com/europe">www.kbears.com/europe</a> to identify European countries, capitals, landforms, and bodies of water</p> <p>-Students will take notes on the region's landforms and bodies of water and their significance to the region</p> <p>-Students will read from the textbook about the physical geography of Europe and complete accompanying handouts</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Students will study to complete a blank map, either paper or with an online mapping resource</p> <p>-Students will use a blank map, either paper or an online mapping resource, to add in landforms and bodies of water on a map of the region</p>	<p>NJSLS: 6.1.8.B.1.b, 6.2.8.B.2.a</p> <p>NJ Tech 8.1.8.A.1</p>
<p><b>Natural resources of Europe</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the natural resources of Europe</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>--Students will take notes on the region's natural resources and their significance to the region</p> <p>-Students will read from the textbook about the natural resources of Europe and complete accompanying handouts</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p>	<p>NJ SLS: 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b</p>

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			-Students will examine the cause and effect of using natural resources and its effect on the environment by writing an argumentative essay	-Grade the essay using a rubric based upon research, content, and writer's style	
<b>Climate regions of Europe</b>	1-2 forty-minute class periods	- Identify and analyze the significance of climate regions in Europe and the role that the climate plays in shaping the environment	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will take notes on the region's climate, weather patterns and their significance to the region</li> <li>-Students will read from the textbook about the climate of Latin America and complete accompanying handouts,</li> <li>-Students will summarize the main climate zones of Europe by completing a graphic organizer</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p> <p>-Students will write a summary of a climate zone using the graphic organizer</p>	<p><b>NJ SLS:</b> SOC.6.3.8.CS8 SOC.6.3.8.CS5</p>
<b>Cultural geography of Europe</b>	1-2 forty minute class periods	- Identify and analyze the cultural geography of Europe	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will take a virtual tour of European countries by visiting <a href="http://www.virtourist.com/europe/index.html">www.virtourist.com/europe/index.html</a></li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Assign each student a country. Students will determine an itinerary of places to visit within that country and use this information as a starting</p>	<p><b>NJ SLS:</b> ELA-Lit.RH.6-8.7</p>

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				point for the summative assessment.	
<b>Current global issues of Europe</b>	1-2 forty-minute class periods	- Identify and analyze current global issues relevant to Europe	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will use printed material or online resources, such as <a href="#">CNN Student News</a> to explore current events and global issues of the region, such as the European refugee crisis or the conflicts within the European Union</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Students will select a topic associated with current global issues of Europe and gather information about the topic from different sources Students will present their findings in a mock editorial broadcast, giving both information and opinion.</p>	<b>NJ SLS:</b> 6.1.12.B.15.a
<b>European history: Holocaust as a genocide</b>	2-3 class periods	<p>-Identify and analyze the meaning of genocide and how the Holocaust is an example of the term</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will view the documentary, <i>Nicholas Winton, Power of Good</i>, about one man’s attempt and success in saving 669 children from Nazi Germany by establishing a safe haven for them in England, and answer comprehension questions about the documentary. -Students will examine primary documents from Nicholas Winton’s collection, including letters and postcards, newspaper articles, and photographs. -Students will write a speech to be delivered at a ceremony honoring Winton. The speech will include historically accurate information of</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Grade student speeches using a rubric. Grade the writing assignment based on accuracy of facts and historical content and students’ writing styles.</p>	<b>NJ SLS:</b> 6.1.12.D.11.e 6.1.12.D.11.d 6.1.12.A.11.e CS7

details from Winton’s life and his work, and information about one of the survivors that Nicholas Winton rescued.

**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

**For Special Education Students:**

1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

**For Multilingual Learners (MLLs):**

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
3. Bilingual Glossaries: Create bilingual glossaries or vocabulary lists that define key terms in both English and the students' native language.
4. Dual-Language Texts: Utilizing the updated textbook program, utilize translation options to offer dual-language texts or books that present content in both English and the students' native language as they continue their English language education.

**For Gifted Students:**

1. Additional Enrichment Activities: Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
2. Advanced Reading Assignments: Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. Independent Research Projects: Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. Flexible Pacing: Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.



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5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:** Google presentation to create an online dictionary for vocabulary development

-Online vocabulary resources such as [www.discoveryeducation.com/free-puzzlemaker](http://www.discoveryeducation.com/free-puzzlemaker)

-Online resources for instruction on physical geography, such as [www.worldatlas.com](http://www.worldatlas.com) or [www.kbears.com/europe](http://www.kbears.com/europe)

-Online cultural geography resources, such as [www.virtourist.com/europe/index.html](http://www.virtourist.com/europe/index.html)

-Online news sources, such as [CNN Student News](#)

-DVR: *Nicholas Winton, the Power of Good*

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Unit 9: Geography of Russia

**Summary of the Unit:** The unit on Russia will teach about the physical geography of Russia, including instruction on vocabulary terms relevant to the unit, such as fossil fuel, infrastructure, and permafrost. Instruction will continue in map skills, including reading specialty maps such as physical, political, and population density maps. Instruction will include information about landforms, such as the Ural Mountains, Siberia, and the Northern European Plain, and bodies of water. Russian rivers include the Volga, the Lena, and the Ob'. Inland waters include the Caspian Sea and Lake Baikal. Students will learn about the natural resources of Russia such as fossil fuels and softwood, and Russia's difficulty in obtaining them due to its mostly subarctic and tundra climate. Students will also learn about Russia's environmental issues such as air and water pollution. The unit will also include instruction on the cultural geography and history of Russia including information on effects of Communism and the Cold War. Global issues associated with Russia, such as its current role as a global power and tensions with the United States will also be addressed. The topics mentioned provide students the ability to examine the region as a physical and cultural entity. Students will also probe the issue of the region as a participant in the global community.

### Enduring Understanding:

- Students will recognize the features and characteristics that define this area as a physical and cultural region.
- Global citizens have the knowledge and ability to recognize and analyze characteristics of the physical and cultural geography of a region which make it unique and individualized. In addition, global citizens understand the importance of investigating the effects of interdependence, and the role the region plays in a global culture.

### Essential Questions:

- How do Russia's location and landforms affect its population and its use of resources?
- Why is the success of democracy in Russia important to the global community?

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- Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**
- **Board Game** with questions about Russia’s vocabulary, physical and cultural geography, including map skills, landforms, bodies of water, natural resources, environmental issues, climate regions and current global issues. The game will be content based and success in the game will be determined by one’s knowledge of Russia.
  - **Unit Test** - which covers material on vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues in the format of multiple choice, data-based questions, and open-ended questions.
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**Resources:**  
 Textbook: [Exploring Civics and Economics - © 2024](#)  
[Exploring Geography and Global Issues - © 2024](#)  
 Supplemental: [Exploring Our World: People, Places, and Cultures – © 2008](#)  
 Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Vocabulary development	1-2 forty-minute class periods	SWBAT analyze vocabulary terms appropriate to the unit and use terms successfully in oral and written communications	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will use the text book to define the unit vocabulary and will complete the textbook resources on content vocabulary</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>- Vocabulary quiz</p> <p>-Check the flashcards for accuracy and content</p>	<p><b>NJSLS</b>            ELA-Lit.RH.6-8.7            ELA-Lit.RH.6-8.4</p>
			<p>--Students will design flashcards for the vocabulary terms that include the definitions, parts of speech, and an illustration of the term’s meaning</p>		

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<p><b>Physical geography of Russia</b> Locations of countries within the region, landforms and bodies of water</p>	<p>1-2 forty-minute class periods</p>	<ul style="list-style-type: none"> <li>- Locate and identify countries within the region and their capitals</li> <li>- Locate major landforms and bodies of water in and determine the importance of these physical features</li> </ul>	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will use paper maps to determine countries located within Russia</li> <li>-Students will use online resources such as <a href="http://maps.com">maps.com</a> or <a href="http://www.sheppardsoftware.com/">http://www.sheppardsoftware.com/</a> to determine locations of countries, landforms, and bodies of water</li> <li>-Students will take notes on the region’s landforms and bodies of water and their significance to the region</li> <li>-Students will read from the textbook about the physical geography of Russia and complete accompanying handout</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will study to complete a blank map, either paper or with an online mapping resource</li> <li>-Students will use a blank map, either paper or an online mapping resource, to add in landforms and bodies of water on a map of the region</li> <li>-Students’ notes will be checked for accuracy in content and procedure</li> <li>-Student comprehension will be determined by checking reading fluency and response on hand-outs</li> </ul>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>
<p><b>Natural resources of Russia</b></p>	<p>1-2 forty-minute class periods</p>	<ul style="list-style-type: none"> <li>- Identify and analyze the natural resources of</li> </ul>	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will use a graphic organizer to identify the natural resources of Russia and the location of said resources</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Grade the graphic organizer for content and accuracy</li> </ul>	<p><b>NJ SLS:</b> 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b</p>

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			<p>-Students will take notes on the region's natural resources and their significance to the region</p> <p>-Students will read from the textbook about the natural resources of Europe and complete accompanying handouts</p>	<p>-Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p>	
<b>Climate regions of Russia</b>	1-2 forty-minute class periods	- Identify and analyze the significance of climate regions in and the role that the climate plays in shaping the environment	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will take notes on the region's climate, weather patterns and their significance to the region</p> <p>-Students will read from the textbook about the climate of Russia and complete accompanying handouts</p> <p>-Students will write an essay which describes each of the climate zones of Russia in a paragraph. The description will include average temperatures, seasons, and how the climate affects living conditions.</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p> <p>-Grade the descriptive essay using a rubric</p>	. NJ SLS: 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b
<b>Cultural geography of Russia</b>	1-2 forty-minute class periods	- Identify and analyze the concept of Communism and its effects on the people of Russia	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will research communism in Russia through information found within the text book or through print and digital resources on the</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students will write a 4 paragraph compare and contrast essay, using their research and the Venn</p>	<p><b>NCSLS:</b> SOC.6.3.8.CS8 SOC.6.3.8.CS5</p> <p><b>NJ</b> Tech.8.1.8.A.1</p>

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			Discovery education Network at <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> -Students will complete a Venn Diagram on the similarities and differences between Democracy and Communism	Diagram. Grade the compare and contrast essay using a rubric	
<b>Current global issues of Russia</b>	1-2 forty-minute class periods	- Identify and analyze current global issues relevant to	<b>Possible activities include, but are not limited to:</b>  -Students will use printed material or online resources, such as <a href="#">CNN Student News</a> to explore current events and global issues of the region, such as the U.S. / Russian relations or Russia’s role in the fight against ISIS	<b>Benchmarks/Assessments include, but are not limited to:</b>  -Students will hold a trial for the Vladimir Putin using research to develop questions and answers for both the defendant and the prosecutor	<b>NJ SLS:</b> 6.1.12.B.15.a

**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

For Special Education Students:

1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
3. Bilingual Glossaries: Create bilingual glossaries or vocabulary lists that define key terms in both English and the students' native language.
4. Dual-Language Texts: Utilizing the updated textbook program, utilize translation options to offer dual-language texts or books that present content in both English and the students' native language as they continue their English language education.

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**For Gifted Students:**

1. **Additional Enrichment Activities:** Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
2. **Advanced Reading Assignments:** Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. **Independent Research Projects:** Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. **Flexible Pacing:** Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. **Alternative Assessments:** Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:**

Online resources for instruction on physical geography, such as [maps.com](http://maps.com) <http://www.sheppardsoftware.com/>

-Online geography resources, such as [www.discoveryeducation.com](http://www.discoveryeducation.com)

Online news sources, such as [CNN Student News](http://www.cnn.com)

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Unit 10: Physical and Cultural Geography of The Middle East  
(North Africa, Southwest Asia, and central Asia)**

**Summary of the Unit:** The Middle East unit will teach about the physical geography of the region. This will include instruction on vocabulary terms relevant to the unit, such as alluvial plain, silt, wadi, erg, oasis, and desalinization. Instruction will continue in map skills, including reading specialty maps such as physical, political, and population

density maps. Instruction will include information about the common physical characteristics of the region, such as rugged mountainous regions and fertile river valleys, and bodies of water that aid in trade, such as the Strait of Gibraltar and the Mediterranean Sea. Students will learn about the natural resources of the Middle East such as energy resources like oil and natural gas, as well as shortages of resources, like water and timber. Students will also learn about the Middle East's environmental issues such as poaching and drying up in the seas. In addition, instruction will be provided on the various climate regions such as vast desert and steppe areas and a smaller Mediterranean climate. The unit will also include instruction on the cultural geography of including information on religion and historical artifacts; and global issues associated with the Middle East, such as OPEC, the Arab-Israeli conflict, and terrorism. The topics mentioned provide students the ability to examine the region as a physical and cultural entity. Students will also probe the issue of the region as a participant in the global community.

**Enduring Understanding:**

- Students will recognize the features and characteristics that define this area as a physical and cultural region.
- Global citizens have the knowledge and ability to recognize and analyze characteristics of the physical and cultural geography of a region which make it unique and individualized. In addition, global citizens understand the importance of investigating the effects of interdependence, and the role the region plays in a global culture.

**Essential Questions:**

- ✓ How have natural resources made this region a key player in world affairs?
- ✓ How does religion affect the lives of people?
- ✓ What effects can conflict have on a region?



**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

- **County Quilt** - Students will be assigned a country from the region to research information about map skills, landforms, bodies of water, natural resources, environmental issues, climate regions and current global issues. Students will create a quilt which includes the information and prepare an oral presentation to share the information.
- **Unit Test** - which covers material on vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues in the format of multiple choice, data-based questions, and open-ended questions.

**Resources:**

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Vocabulary development	1-2 forty- minute class periods	SWBAT analyze vocabulary terms appropriate to the unit and use terms successfully in oral and written communications	<b>Possible activities include, but are not limited to:</b>  --Students will use the text book to define the unit vocabulary and will complete the textbook resources on content vocabulary  -Students will design their own vocabulary bingo sheets	<b>Benchmarks/Assessments include, but are not limited to:</b> -vocabulary quiz  -Assess student’s vocabulary call sheet for vocabulary bingo for accuracy and content	<b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a

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<p><b>Physical geography of the Middle East</b> Locations of countries within the region, landforms and bodies of water</p>	<p>3-4 forty-minute class periods</p>	<p>-Locate and identify countries within the region and their capitals</p> <p>- Locate major landforms and bodies of water in and determine the importance of these physical features</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will use the interactive mapping site from National geographic at <a href="http://mapmaker.nationalgeographic.org/">http://mapmaker.nationalgeographic.org/</a> to design and layer maps of the region</p> <p>-Students will use paper maps to determine countries located within the region of the Middle East.</p> <p>-Students will take notes on the region's landforms and bodies of water and their significance to the region</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students will complete a blank map</p> <p>-The site provides students interactive feedback for self-assessment</p> <p>Students will study to complete a blank map, either paper or with an online mapping resource</p> <p>-Students will use a blank map, either paper or an online mapping resource, to</p>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>
			<p>-Students will read from the textbook about the physical geography of the Middle East and complete accompanying handouts</p>	<p>add in landforms and bodies of water on a map of the region</p> <p>-Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p>	

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<p><b>Natural resources of the Middle East</b></p>	<p>1-2 forty-minute class periods</p>	<p>-Identify and analyze the natural resources of the Middle East</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>Students will research information about OPEC, its history, and its effect on Middle eastern countries and the world using the website :  <a href="http://cr.middlebury.edu/es/altenergylife/70%27s.htm">http://cr.middlebury.edu/es/altenergylife/70%27s.htm</a></p> <p>-Students will complete a web-quest about OPEC, its history and its global effects at <a href="http://www.opec.org">www.opec.org</a></p> <p>-Students will take notes on the region's natural resources and their significance to the region</p> <p>-Students will read from the textbook about the natural resources of the Middle East and complete accompanying handouts</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Students will answer a series of questions about OPEC and identify OPEC countries on a map</p> <p>-Grade students' web-quests</p> <p>-Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p>	<p>NJ SLS: 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b</p>
<p><b>Climate regions of the Middle East</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the significance of climate regions in and the role that the climate plays in shaping the environment</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will take notes on the region's climate, weather patterns and their significance to the region</p> <p>-Students will read from the textbook about the climate of the Middle East and complete accompanying handouts</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p>	

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<b>Cultural geography of the Middle East</b>	1-2 forty-minute class periods	- Identify and analyze the cultural geography of the Middle East	<b>Possible activities include, but are not limited to:</b> Students will complete a web-quest to research information about the cultural geography and politics of the Middle East using <a href="http://www.worldatlas.com">www.worldatlas.com</a>	<b>Benchmarks/Assessments include, but are not limited to:</b>  Grade students' web-quests for content and accuracy	<b>NJSLS:</b> SOC.6.3.8.CS8 SOC.6.3.8.CS5 <b>NJ</b> Tech.8.1.8.A.1
<b>Current global issues of the Middle East</b>	1-2 forty-minute class periods	- Identify and analyze current global issues relevant to the region.	<b>Possible activities include, but are not limited to:</b> -Students will research a current event article from CNN Student News about the Middle East. Students will research and summarize the article. Students will then write a letter to the editor about the article they have chosen.	<b>Benchmarks/Assessments include, but are not limited to:</b>  -grade student's letter using a rubric	<b>NJ SLS:</b> 6.1.12.B.15.a

**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

For Special Education Students:

1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
3. Bilingual Glossaries: Create bilingual glossaries or vocabulary lists that define key terms in both English and the students' native language.
4. Dual-Language Texts: Utilizing the updated textbook program, utilize translation options to offer dual-language texts or books that present content in both English and the students' native language as they continue their English language education.

For Gifted Students:

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1. **Additional Enrichment Activities:** Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
2. **Advanced Reading Assignments:** Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. **Independent Research Projects:** Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. **Flexible Pacing:** Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. **Alternative Assessments:** Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:**

Interactive mapping site from National geographic at <http://mapmaker.nationalgeographic.org/>

Online resources such as <http://cr.middlebury.edu/es/altenergylife/70%27s.htm> , [www.opec.org](http://www.opec.org) and [www.worldatlas.com](http://www.worldatlas.com)

Online news sources, such as [CNN Student News](#)

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## **Unit 11: Geography of the Far East** (East and Southeast Asia)

**Summary of the Unit:** The unit on the Far East will teach about the physical geography of East Asia and Southeast Asia, including instruction on vocabulary terms relevant to the unit, such as archipelago, cordillera, and loess. Gorge, dzud, and landslide. Instruction will continue in map skills, including reading specialty maps such as physical, political, and population density maps. Instruction will include information about landforms, such as the Himalaya and the Kunlan Shan Mountains, the Plateau of Tibet, and the North China and Manchurian Plains, as well as a variety of peninsulas and islands. Bodies of water the Indian and Pacific Oceans, and rivers including the Huang He and the Chang Jiang. Students will learn about the natural resources of the Far East such as energy resources like oil, coal, and hydroelectric power. The students will also learn about the region's mineral resources, like tin, iron ore, and tungsten; and timber resources, such as teak. Students will receive instruction in the wide variety of climates in s East Asia and Southeast Asia due to a variety of air masses. Students will also learn about the region's relatively high population and its resulting environmental issues, such as air and water pollution. The unit will also include instruction on the cultural geography of the Far East. Global issues associated with East Asia and Southeast Asia, such as its current role as a global trading power and tensions in the South China Sea will also be addressed. The topics mentioned provide students the ability to examine the region as a physical and cultural entity. Students will also probe the issue of the region as a participant in the global community.

### **Enduring Understanding:**

- Students will recognize the features and characteristics that define this area as a physical and cultural region.
- Global citizens have the knowledge and ability to recognize and analyze characteristics of the physical and cultural geography of a region which make it unique and individualized. In addition, global citizens understand the importance of investigating the effects of interdependence, and the role the region plays in a global culture.

### **Essential Questions:**

- ✓ What factors influence where people live?
- ✓ How can trade influence ideas, lifestyle, and culture?
- ✓ What impact does rapid economic growth have on life and culture of a region?

**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

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- **Accordion Book:** Students will get an assignment of a country from the region and asked to design an accordion book in which each page demonstrates knowledge of different aspects of the physical and cultural geography, such as landforms and bodies of water, natural resources, climate, culture, and current global issues.
- **Unit Test** - which covers material on vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues in the format of multiple choice, data-based questions, and open-ended questions.

**Resources:**

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
Vocabulary development	1-2 class periods	SWBAT analyze vocabulary terms appropriate to the unit and use terms successfully in oral and written communications	<p><b>Possible activities include, but are not limited to:</b></p> <p>--Students will design vocabulary cubes, using a cube template. The sides will include the term, the part of speech, the definition, the word used in a sentence, a picture, and a synonym and antonym.</p> <p>- Students will use the text book to define the unit vocabulary and will complete the textbook resources on content vocabulary</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>- Students will use the cube and the text book definitions to help them study for the vocabulary quiz.</p>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>

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<p><b>Physical geography of the Far East</b> Locations of countries within the region,</p>	<p>3-4 forty-minute class periods</p>	<p>- Locate and identify countries within the region and their capitals</p>	<p><b>Possible activities include, but are not limited to:</b>  -Students will use paper maps to determine countries located within the region of the Far East</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b>  Students will study to complete a blank map, either paper or with an online mapping resource</p>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>
<p>landforms and bodies of water</p>		<p>- Locate major landforms and bodies of water in and determine the importance of these physical features</p>	<p>-Students will take notes on the region's landforms and bodies of water and their significance to the region  -Students will read from the textbook about the physical geography of the Far East and complete accompanying handouts -Students will complete a web-quest at <a href="http://www.worldatlas.com">www.worldatlas.com</a> that describes the physical geography of the region</p>	<p>-Students will use a blank map, either paper or an online mapping resource, to add in landforms and bodies of water on a map of the region -Students' notes will be checked for accuracy in content and procedure  -Student comprehension will be determined by checking reading fluency and response on hand-outs  -Grade the web-quest for accuracy and content</p>	



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<p><b>Natural resources of the Far East</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the natural resources of the Far East</p>	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will use a graphic organizer to identify the natural resources of the Far East and the location of said resources</li> <li>-Students will take notes on the region’s natural resources and their significance to the region</li> <li>-Students will read from the textbook about the natural resources of the Far East and complete accompanying handouts</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Grade the graphic organizer for content and accuracy</li> <li>-Students’ notes will be checked for accuracy in content and procedure</li> <li>-Student comprehension will be determined by checking reading fluency and response on hand-outs</li> </ul>	<p>NJ SLS: 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b</p>
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<p><b>Climate regions of the Far East</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the significance of climate regions in and the role that the climate plays in shaping the environment</p>	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will take notes on the region’s climate, weather patterns and their significance to the region</li> <li>-Students will read from the textbook about the climate of the Far East and complete accompanying handouts.</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students’ notes will be checked for accuracy in content and procedure</li> <li>-Student comprehension will be determined by checking reading fluency and response on hand-outs</li> </ul>	<p>NJ SLS: 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b</p>
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<p><b>Cultural geography of the Far East</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the cultural geography of the region</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will view a documentary on cultural geography and lifestyle in China called “China Today” at <a href="https://app.discoveryeducation.com/learn/videos/C9F82064-F9BF-4F2D-9D51-1BC1E9970A6B?hasLocalHost=false">https://app.discoveryeducation.com/learn/videos/C9F82064-F9BF-4F2D-9D51-1BC1E9970A6B?hasLocalHost=false</a></p> <p>-Students will view a video documentary from <i>Rand McNally: Japan</i> that takes students on a virtual tour of Japanese culture including “trips’ to Tokyo, a Shinto shrine, the statue of the Great Buddha of Kamakura, visit the Gardens of Kenrokuen Park and a Japanese tea ceremony.</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-User the Board Builder tool at <a href="http://www.Discoveryeducation.com">www. Discoveryeducation.com</a> to complete an online poster that summarizes four important topics discussed in the video, such as language, education, music, dress, art, or dance</p> <p>Students will make a travel brochure for Japan.</p>	<p><b>NJSLS:</b> SOC.6.3.8.CS8 SOC.6.3.8.CS5 1</p>
<p><b>Current global issues of the Far East</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze current global issues relevant to the region</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will research a current event article from CNN Student News about the Far East, and</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Grade students’ postcards using a rubric and display postcards on a far east bulletin board.</p>	<p><b>NJ SLS:</b> 6.1.12.B.15.a</p>
			<p>write a postcard to a friend summarizing the events in the article and giving a point of view about the article. Add a picture of the country from which the article originates to the front of the postcard.</p>		

**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

For Special Education Students:

1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
3. Bilingual Glossaries: Create bilingual glossaries or vocabulary lists that define key terms in both English and the students' native language.
4. Dual-Language Texts: Utilizing the updated textbook program, utilize translation options to offer dual-language texts or books that present content in both English and the students' native language as they continue their English language education.

For Gifted Students:

1. Additional Enrichment Activities: Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
2. Advanced Reading Assignments: Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. Independent Research Projects: Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. Flexible Pacing: Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

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**Suggested Technological Innovations/ Use:**

-Google presentation to create an online dictionary for vocabulary development

-Online mapping resources, such as [maps.com](http://maps.com), <http://www.sheppardsoftware.com/> or [www.worldatlas.com](http://www.worldatlas.com)

[Online news resources, such as CNN Student News](#)

[Discovery Education Network for documentary at https://app.discoveryeducation.com/learn/videos/C9F82064-F9BF-4F2D-9D51-1BC1E9970A6B?hasLocalHost=false](https://app.discoveryeducation.com/learn/videos/C9F82064-F9BF-4F2D-9D51-1BC1E9970A6B?hasLocalHost=false)

Video documentary: *Rand McNally: Japan*

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Unit 12: Geography of South Asia

**Summary of the Unit:** The unit on South Asia will teach about the physical geography of the region. This will include instruction on vocabulary terms relevant to the unit, such as subcontinent, delta, atoll, monsoon, and cyclone. Instruction will continue in map skills, and in reading specialty maps of the region. Instruction will include information about landforms of South Asia, such as Mount Everest in the Himalaya Mountains, and the Hindu Kush and Karakoram Mountains; and bodies of water, such as the Indus, Ganges, and Brahmaputra Rivers. Students will learn about the natural resources of South Asia, such as mineral resources and hydroelectric power. The role of a heavy population and its effect on the environment will also be taught. The unit will include instruction on monsoons and their effect on the seasons, weather, and natural disasters. The unit will also include instruction on the cultural geography of South Asia including information on lifestyle, such as traditions associated with an Indian wedding and the life of Mohandas Gandhi, and global issues associated with South Asia, such as India's growing middle class and the environmental issues associated with the Ganges River. The topics mentioned provide students the ability to examine the region as a physical and cultural entity. Students will also probe the issue of the region as a participant in the global community.

### Enduring Understanding:

- Students will recognize the features and characteristics that define this area as a physical and cultural region.
- Global citizens have the knowledge and ability to recognize and analyze characteristics of the physical and cultural geography of a region which make it unique and individualized. In addition, global citizens understand the importance of investigating the effects of interdependence, and the role the region plays in a global culture.

### Essential Questions:

- ✓ How do seasonal weather patterns affect a region?
- ✓ How do a country's resources affect its role in a globalized economy?

What role does population density play in a region's culture and lifestyle?

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**Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.**

- **Create a Newspaper** - Students will work cooperatively to create a newspaper with articles and graphics about South Asia’s physical and cultural geography, including map skills, landforms, bodies of water, natural resources, environmental issues, climate regions and current global issues.

- **Unit Test** - which covers material on vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues in the format of multiple choice, data-based questions, and open-ended questions.

**Resources:**

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
Vocabulary development	1-2 class periods	SWBAT analyze vocabulary terms appropriate to the unit and use terms successfully in oral and written communications	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>- Students will use the text book to define the unit vocabulary and will complete the textbook resources on content vocabulary</li> <li>-Students will write a paragraph using vocabulary words in the unit</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>- vocabulary quiz</li> <li>-Grade the paragraph using a rubric based on accurate use of vocabulary and content of the writing</li> </ul>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>

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<p><b>Physical geography of South Asia</b> Locations of countries within the region, landforms and bodies of water</p>	<p>3-4 forty-minute class periods</p>	<ul style="list-style-type: none"> <li>- Locate and identify countries within the region and their capitals</li> <li>- Locate major landforms and bodies of water in and determine the importance of these physical features</li> </ul>	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will use paper maps to determine countries located within the region of South Asia</li> <li>-Students will use online resources such as <a href="http://maps.com">maps.com</a> or <a href="http://www.sheppardsoftware.com/">http://www.sheppardsoftware.com/</a> to determine locations of countries, landforms, and bodies of water of South Asia</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>Students will study to complete a blank map, either paper or with an online mapping resource</li> <li>-Students will use a blank map, either paper or an online mapping resource, to add in landforms and</li> </ul>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>
			<ul style="list-style-type: none"> <li>-Students will take notes on the region's landforms and bodies of water and their significance to the region</li> <li>-Students will read from the textbook about the physical geography of South Asia and complete accompanying handouts</li> </ul>	<ul style="list-style-type: none"> <li>bodies of water on a map of the region</li> <li>-Students' notes will be checked for accuracy in content and procedure</li> <li>-Student comprehension will be determined by checking reading fluency and response on handouts</li> </ul>	

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<p><b>Natural resources of South Asia</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the natural resources of</p>	<p><b>Possible activities include, but are not limited to:</b>          Students will take notes on the region’s natural resources and their significance to the region           -Students will read from the textbook about the natural resources of Europe and complete accompanying handouts           -Students will examine the cause and effect of using natural resources and its effect on the environment by writing an argumentative essay</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b>          -Students’ notes will be checked for accuracy in content and procedure           -Student comprehension will be determined by checking reading fluency and response on hand-outs           -Grade the essay using a rubric based upon research, content, and writer’s style</p>	<p>NJ SLS:          6.1.12.B.16.a          6.1.12.B.6.b          6.1.12.B.13.b</p>
<p><b>Climate regions of South Asia</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the significance of climate regions in and the role that the climate plays in</p>	<p><b>Possible activities include, but are not limited to:</b>          -Students will create a weather broadcast on the seasonal effects of monsoons by designing a script, a</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b>          -Grade student broadcast using a rubric for accuracy</p>	<p>NJ SLS:          6.1.12.B.16.a          6.1.12.B.6.b          6.1.12.B.13.b</p>



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		shaping the environment	<p>map, and a graphic. Students will present their broadcast to the class.</p> <p>-Students will take notes on the region's climate, weather patterns and their significance to the region</p> <p>-Students will read from the textbook about the climate of South Asia and complete accompanying handouts.</p>	<p>of facts and maps, and use of appropriate graphics</p> <p>Students' notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p>	
<b>Cultural geography of South Asia</b>	1-2 forty-minute class periods	- Identify and analyze the cultural geography of	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will view a video documentary about the life of Mohandas Gandhi at <a href="http://Gandhitopia.org">Gandhitopia.org</a> and take notes on the documentary while viewing</p> <p>Students will examine a collection of quotes by Gandhi and construct a five-paragraph response about how the quote is evident in Gandhi's life</p> <p>-Students will work in groups to research information on customs and traditions associated with Indian weddings.</p> <p>Students will use the research to plan a wedding, including clothing, venue, menu, décor, and customs. Students will design a paper poster or a Discovery Education poster board</p> <p>-Students will watch a video documentary: <i>Video Visits: India</i> to learn about history and culture of the</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Use a rubric to grade students' essays that is based on content and writing style</p> <p>-Grade students' posters using a rubric for accuracy of research, content, creativity, and appearance</p> <p>-Students will write a postcard from one of the places discussed in the video documentary by writing facts about the place and including a picture on the front of the postcard.</p>	<p>NCSLS: SOC.6.3.8.CS 8 SOC.6.3.8.CS 5</p> <p>NJ Tech.8.1.8.1</p>

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			region, such as the Ganges river and the Taj Mahal. Students will take notes on the video documentary.		
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<p><b>Current global issues of South Asia</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze current global issues relevant to South Asia</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>-Students will read the article, <i>India’s Growing Middle Class</i> from <a href="http://www.timeinc.com">www.timeinc.com</a> Students will develop a critical-thinking question that the article has made them consider, and exchange theirs with a partner.</p> <p>-Students will read “Sacred Waters” from <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a> and then research the site to find two additional articles that discuss the clean-up efforts of the Ganges River. Students will write a letter to the President of India about their environmental concerns</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students will answer the questions on the accompanying hand-outs in order to compare statistics, categorize data, and interpret a bar graph. Grade the accompanying handouts.</p> <p>-Use a rubric to grade the letter based on content, accuracy, and writing style</p>	<p><b>NJ SLS:</b> 6.1.12.B.15.a</p>
<p><b>Women’s history</b></p>	<p>2-3 forty-minute class periods</p>	<p>- Analyze the role of women within some countries of the South Asia</p>	<p>Students will view the documentary, <i>He Named Me Malala</i>, about a Pakistani for female activist who was shot by the Taliban after speaking out for rights of females to gain an education in the region. Students will take notes on the documentary. Students will use the I-movie app on the I-pads to create a trailer for the movie.</p>	<p>Use a rubric to grade the trailer based on creativity, presentation, and accuracy of facts</p>	<p><b>NJ SLS:</b> TECH.8.1.8.A.1</p>

**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

For Special Education Students:

1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.

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3. **Modified Language:** Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.
4. **Collaboration:** Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. **Language Support:** Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. **Translated Resources/Materials:** Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
3. **Bilingual Glossaries:** Create bilingual glossaries or vocabulary lists that define key terms in both English and the students' native language.
4. **Dual-Language Texts:** Utilizing the updated textbook program, utilize translation options to offer dual-language texts or books that present content in both English and the students' native language as they continue their English language education.

For Gifted Students:

1. **Additional Enrichment Activities:** Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
2. **Advanced Reading Assignments:** Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. **Independent Research Projects:** Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
4. **Flexible Pacing:** Allow gifted students to work at an accelerated pace, so they are not held back by the general class timeline while providing acceptable opportunities to enrich upon the content being covered.
5. **Alternative Assessments:** Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

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**Suggested Technological Innovations/ Use:**

- Google presentation to create an online dictionary for vocabulary development
- Online mapping resources, such as [maps.com](http://maps.com) or <http://www.sheppardsoftware.com/> Online documentary at [Gandhitopia.org](http://Gandhitopia.org)
- Online cultural geography resources, such as [www.timeinc.com](http://www.timeinc.com) and [www.nationalgeographic.com](http://www.nationalgeographic.com)
- Online news sources, such as [CNN Student News](http://CNN.com)
- DVR: *He Named Me Malala*
- Discovery Education Net *Video Visits: India* work for an online poster board
- Video documentary: *Video Visits: India*

**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Unit 13 Geography of Sub-Saharan Africa

**Summary of the Unit:** The Africa unit will teach about the physical geography of the region. This will include instruction on vocabulary terms relevant to the unit, such as escarpment, rift valley, gorge, drought, deforestation, savannah, and desertification. Instruction will continue in map skills, and in reading specialty maps of the region, such as political, physical, population density, and economic resource maps. Instruction will include information about landforms of Africa, such as mountains like Mount Kilimanjaro and Mount Kenya; the Great rift Valley, and plateaus, escarpments, and lowlands. Bodies of water include Lake Tanganyika, Lake Victoria, and Lake Chad; rivers such as the Nile, the Congo, the Niger, and the Zambezi, and numerous waterfalls, like Victoria Falls. Students will learn about the natural resources of Africa, such as petroleum, coal, and natural gas. Africa also has mineral resources, precious materials, and hydroelectric power. Africa has many climate zones, such as tropical wet and dry, steppe, and desert. The unit will also include instruction on the cultural geography of Africa including information apartheid and the life of Nelson Mandela and the history of the African slave trade. The topics mentioned provide students the ability to examine the region as a physical and cultural entity. Students will also probe the issue of the region as a participant in the global community.

### Enduring Understanding:

- Students will recognize the features and characteristics that define this area as a physical and cultural region.
- Global citizens have the knowledge and ability to recognize and analyze characteristics of the physical and cultural geography of a region which make it unique and individualized. In addition, global citizens understand the importance of investigating the effects of interdependence, and the role the region plays in a global culture.

### Essential Questions:

- ✓ How do physical features influence a region's climate?
- ✓ What is the effect of forced migration on the culture of a region?

### Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

- **ABC Chart Dictionary-** Students will design a dictionary of terms for the region. For each letter of the Alphabet, students will list and define a term, use it in a sentence that shows educational content, and provide an illustration. Terms will relate to Africa's vocabulary, physical and cultural geography, map skills, landforms, bodies of water, natural resources, environmental issues, climate regions and current global issues.

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- **Unit Test** - which covers material on vocabulary, map skills, physical geography, natural resources, climate regions, cultural geography, and current global issues in the format of multiple choice, data-based questions, and open-ended questions.

**Resources:**

Textbook: Exploring Civics and Economics - © 2024

Exploring Geography and Global Issues - © 2024

Supplemental: Exploring Our World: People, Places, and Cultures – © 2008

Supplemental Readings, PowerPoint, Worksheets, and Electronic Devices (I-pad, Chromebook, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
Vocabulary development	1-2 class periods	SWBAT analyze vocabulary terms appropriate to the unit and use terms successfully in oral and written communications	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>- Students will use the text book to define the unit vocabulary and will complete the textbook resources on content vocabulary</li> <li>-Students will use <a href="http://www.puzzlemaker.discoveryeducation.com">www.puzzlemaker.discoveryeducation.com</a> to input clues to design a word scramble</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-vocabulary quiz</li> <li>-Assess a peer and self-assess by exchanging word scrambles</li> </ul>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>

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<p><b>Physical geography of</b> Locations of countries within the region, landforms and bodies of water</p>	<p>3-4 forty-minute class periods</p>	<ul style="list-style-type: none"> <li>- Locate and identify countries within the region and their capitals</li> <li>- Locate major landforms and bodies of water in and determine the importance of these physical features</li> </ul>	<p><b>Possible activities include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will use paper maps to determine countries located within the region of Africa</li> <li>- Students will use online resources such as <a href="http://www.nationalgeographic.com/education">www.nationalgeographic.com/education</a> to determine locations of countries, landforms, and bodies of water of Africa</li> </ul>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>-Students will study to complete a blank map, either paper or with an online mapping resource</li> <li>-Students will use a blank map, either paper or an online mapping resource, to add in landforms and bodies of water on a map of the region</li> </ul>	<p><b>NJ SLS:</b> 6.1.8.B.1.b, 6.2.8.B.2.a</p>
			<ul style="list-style-type: none"> <li>-Students will take notes on the region’s landforms and bodies of water and their significance to the region</li> <li>-Students will read from the textbook about the physical geography of Africa and complete accompanying handouts</li> </ul>	<ul style="list-style-type: none"> <li>-Students’ notes will be checked for accuracy in content and procedure</li> <li>-Student comprehension will be determined by checking reading fluency and response on hand-outs</li> </ul>	



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<p><b>Natural resources of Africa</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the natural resources of</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>Students will take notes on the region’s natural resources and their significance to the region</p> <p>-Students will read from the textbook about the natural resources of Africa and complete accompanying handouts</p> <p>-Students will complete a graphic organizer that charts each country’s natural resources and compares the country’s Gross Domestic Product, literacy rate, and life expectancy to the abundance of natural resources</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>-Students’ notes will be checked for accuracy in content and procedure</p> <p>-Student comprehension will be determined by checking reading fluency and response on hand-outs</p> <p>-On a blank map of Africa, have students establish a natural resource key and chart the natural resources for each country within the region</p>	<p>NJ SLS: 6.1.12.B.16.a 6.1.12.B.6.b 6.1.12.B.13.b</p>
<p><b>Climate regions of Africa</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the significance of climate regions in and the role that the climate plays in shaping the environment</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>Students will complete web-quests for the climate regions of Africa at <a href="http://www.worldatlas.com">www.worldatlas.com</a> and watch a video at <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Grade the web-quest and comprehension questions for the video</p>	<p>NJ SLS: SOC.6.3.8.CS8 SOC.6.3.8.CS5</p>

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<p><b>Cultural geography of Africa</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze the cultural geography of Africa</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>Students will visit <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/nelson_mandela/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/nelson_mandela/</a> to complete lessons and activities on Nelson Mandela and apartheid. The web site includes activities on vocabulary history of apartheid and the life of Nelson Mandela.</p> <p>-Students will learn about the transatlantic slave trade and the mutiny on the <i>Amistad</i> by watching the video documentary, <i>Discovery Channel: Slave Ship</i>. Students will take notes on the video documentary.</p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p>Students will take the quiz on the website after completing the various activities.</p> <p>- Students will re-enact the Supreme Court trial that granted the captured Africans their freedom</p>	<p><b>NJ SLS:</b> SOC.6.3.8.CS8 SOC.6.3.8.CS5</p> <p><b>NJ</b> Tech.8.1.8.A.1</p>
<p><b>Current global issues of Africa</b></p>	<p>1-2 forty-minute class periods</p>	<p>- Identify and analyze current global issues relevant to</p>	<p><b>Possible activities include, but are not limited to:</b></p> <p>Students will research background information about the genocide in Darfur at <a href="http://news.bbc.co.uk/1/hi/world/africa/84927.stm">http://news.bbc.co.uk/1/hi/world/africa/84927.stm</a></p> <p><b>Students will watch a video on Darfur at</b> <a href="http://www.pbs.org/wgbh/pages/frontline/darfur/">www.pbs.org/wgbh/pages/frontline/darfur/</a></p>	<p><b>Benchmarks/Assessments include, but are not limited to:</b></p> <p><b>Students will complete the assessment at</b> <a href="http://www.pbs.org/wgbh/pages/frontline/teach/darfur/hand1.html">http://www.pbs.org/wgbh/pages/frontline/teach/darfur/hand1.html</a></p>	<p><b>NJ SLS:</b> 6.1.12.B.15.a</p>

**Suggested Modifications for Special Education, Multilingual Learners (MLLs), and Gifted Students:**

For Special Education Students:

1. IEPs/504s: Review and follow the IEPs/504s of special education students, implementing any accommodations or modifications outlined in their plans.
2. Visual Aids: Use visual aids, graphic organizers, and interactive materials to support students with visual or processing difficulties.
3. Modified Language: Present information in modified language and break down complex concepts into manageable parts to help students with cognitive disabilities. Utilize and use appropriate Lexile levels as provided by the program resources.

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4. Collaboration: Collaborate with special education teachers to provide additional support and differentiated instruction in co-taught classrooms.

For Multilingual Learners (MLLs):

1. Language Support: Provide language support through audio support, visual aids, modified language, and bilingual resources, as needed.
2. Translated Resources/Materials: Provide translated instructions for assignments and activities, as needed. Encourage MLL students to use translation apps or tools when reading or working on assignments independently.
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1. Additional Enrichment Activities: Provide additional enrichment activities, projects, or advanced reading materials to challenge gifted students.
2. Advanced Reading Assignments: Assign advanced readings or textbooks that offer a higher level of complexity and depth in understanding civics and geography.
3. Independent Research Projects: Encourage gifted students to pursue independent research projects related to civics and geography. They can choose topics of interest and present their findings to the class.
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5. Alternative Assessments: Offer alternative assessments like research papers, presentations, or projects instead of traditional tests when appropriate.

**Suggested Technological Innovations/ Use:**

- Online mapping resources, such as [maps.com](http://maps.com), <http://www.sheppardsoftware.com/> or [www.nationalgeographic.com/education](http://www.nationalgeographic.com/education)
- Online vocabulary tool at [www.puzzlemaker.discoveryeducation.com](http://www.puzzlemaker.discoveryeducation.com)
- Web-quest on climate at [www.worldatlas.com](http://www.worldatlas.com)
- Climate video at [www.discoveryeducation.com](http://www.discoveryeducation.com)

- Interactive website on apartheid and Nelson Mandela at [http://www.bbc.co.uk/schools/primaryhistory/famouspeople/nelson\\_mandela](http://www.bbc.co.uk/schools/primaryhistory/famouspeople/nelson_mandela)
- Video documentary: *Discovery Channel: Slave Ship*
- Online information about Darfur at <http://news.bbc.co.uk/1/hi/world/africa/84927.stm>
- Video documentary on Darfur at [www.pbs.org/wgbh/pages/frontline/darfur/](http://www.pbs.org/wgbh/pages/frontline/darfur/)

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**Cross Curricular/ 21<sup>st</sup> Century Connections:**

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.