

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



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| Course Name: World Cultures and Geography | Grade Level(s): 5 |
| Department: Humanities | Credits: N/A |
| BOE Adoption Date: October 17, 2019; September 15, 2022 | Revision Date(s): August 2019; August 2022 |

Course Description

Students in fifth grade social studies will explore World Cultures and Geography of the western hemisphere and Europe. Throughout this course, students will explore and discover the connections between geography and current events of today. They will explore the key geographic themes of location, place, region, human-environment interactions, and movement. In addition to these topics, students will analyze current events, analyze primary and secondary sources, and explore topics involving Digital Citizenship throughout the school year.

New Jersey Student Learning Standards for Social Studies and English Language Arts are embedded into each unit of study. New Jersey Student Learning Standards specific to Social Studies will be listed under each topic throughout the document, while English Language Arts standards are listed once but are recurring throughout the year.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

| NJ Administrative Code and Statutes Key |
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| ^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units. |

Pacing Guide

Course Title: 5th Grade Social Studies

Prerequisite(s):

| Unit Title | Duration/ Month(s) | Related Standards | Learning Goals | Critical Knowledge and Skills |
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| Unit 1: The Essentials of Geography | 6 weeks September - October | 6.1.5.GeoPP.2 6.1.5.GeoPP.3 6.1.5.GeoPP.5 6.1.5.GeoPP.6 6.1.5.GeoSV.1 6.1.5.GeoSV.2 6.1.5.GeoSV.3 6.1.5.GeoSV.4 6.1.5.GeoSV.5 6.1.5.GeoGI.1 6.1.5.GeoGI.2 6.1.5.GeoGI.4 NJLSA.R1. NJLSA.R2 NJLSA.R7 NJLSA.R8 NJLSA.R9 NJLSA.R10 | <ol style="list-style-type: none"> 1. Students will be able to think spatially about the world. 2. Students will be able to analyze how we use geography. 3. Students will be able to differentiate between the different regions of the Western Hemisphere. 4. Students will be able to identify how the Earth is continually changing. 5. Students will be able to analyze what shapes the earth's varied environments. 6. Students will be able to analyze how geography | <ol style="list-style-type: none"> 1. Identify the different types of maps and their uses. 2. Interpret information on maps. 3. Analyze how maps are beneficial through all mediums. 4. Compare maps to draw conclusions. |

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| | | | <p>influenced cultures around the world.</p> <p>7. Students will be able to differentiate between weather and climate.</p> <p>8. Students will be able to determine how to use longitude and latitude to locate places on a map.</p> | |
| <p>Unit 2: North America: Geography, History, & Today</p> | <p>10 weeks October - December</p> | <p>6.3.5.GeoGI.1 6.1.5.GeoGI.2 6.1.5.GeoSV.5 6.1.5.GeoPP.1 6.1.5.GeoPP.5 6.1.5.HistoryUP.2 6.1.5.HistoryUP.3 6.1.5.HistoryUP.4 6.1.5.HistoryUP.5 6.1.5.HistoryUP.6 6.1.5.HistoryUP.7 6.1.5.HistoryCC.4 6.1.5.HistoryCC.5 6.1.5.HistoryCC.7 6.1.5.HistoryCC.11 6.1.5.HistorySE.1 6.1.5.EconET.3 6.1.5.EconEM.1</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast how the U.S. and Canada developed as nations. 2. Identify how various cultures influenced Mexico's history. 3. Analyze the issues Canada, the U.S., and Mexico face today. 4. Identify the rights and responsibilities of U.S. citizens. 5. Analyze the impacts of globalization. 6. Identify different cultures and belief systems | <ol style="list-style-type: none"> 1. Students will be able to identify the significant physical features of North America. 2. Students will be able to compare and contrast the history of the United States, Canada, and Mexico. 3. Students will be able to compare and contrast the cultural diversity in North America. |

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| | | 6.1.5.EconEM.2 6.1.5.EconEM.5 6.1.5.EconGE.1 6.1.5.EconGE.5 NJSLSA.R1. NJSLSA.R2 NJSLSA.R7 NJSLSA.R8 NJSLSA.R9 NJSLSA.R10 | 7. Analyze political and economic geography of the region. 8. Identify the significant physical features of North America. 9. Identify the challenges facing the region. | |
| Unit 3: Central America and the Caribbean: Geography, History, & Today | 10 weeks December-February | 6.1.5.GeoGI.2 6.1.5.GeoSV.5 6.1.5.GeoPP.5 6.1.5.HistoryUP.2 6.1.5.HistoryUP.3 6.1.5.HistoryUP.4 6.1.5.HistoryUP.5 6.1.5.HistoryUP.6 6.1.5.HistoryUP.7 6.1.5.HistoryCC.5 6.1.5.HistoryCC.7 6.1.5.HistoryCC.11 6.1.5.HistoryCC.14 6.1.5.EconET.1 6.1.5.EconET.3 6.1.5.EconEM.2 6.1.5.EconEM.5 6.1.5.EconEM.6 | Students will be able to: <ol style="list-style-type: none"> 1. Identify the significant physical features of Central America. 2. Analyze the impacts of the rainforest on the region 3. Identify the last impacts of European exploration and early trade routes. 4. Discuss the effects of tourism on the region. 5. Identify the challenges facing the region. 6. Explain how we can conserve rainforests. 7. Analyze the impacts of globalization. | <ol style="list-style-type: none"> 1. Students will be able to identify the significant physical features of Central America and the Caribbean. 2. Students will be able to compare and contrast the history of Central American and the Caribbean. 3. Students will be able to compare and contrast the cultural diversity of Central American and the Caribbean. |

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| | | 6.1.5.EconGE.2 6.1.5.EconGE.4 6.1.5.EconGE.5 6.1.5.EconNE.4 6.1.5.EconNE.5 NJLSA.R1. NJLSA.R2 NJLSA.R7 NJLSA.R8 NJLSA.R9 NJLSA.R10 | 8. Identify different cultures and belief systems 9. Analyze political and economic geography of the region. 10. Evaluate the impact slavery has had on the region. | |
| Unit 4: South America: Geography, History and Today | 10 weeks February- April | 6.1.5.GeoGI.2 6.1.5.GeoSV.5 6.1.5.GeoPP.5 6.1.5.HistoryUP.2 6.1.5.HistoryUP.3 6.1.5.HistoryUP.4 6.1.5.HistoryUP.5 6.1.5.HistoryUP.6 6.1.5.HistoryUP.7 6.1.5.HistoryCC.5 6.1.5.HistoryCC.7 6.1.5.HistoryCC.11 6.1.5.HistoryCC.14 6.1.5.EconET.1 6.1.5.EconET.3 6.1.5.EconEM.2 6.1.5.EconEM.5 | Students will be able to: <ol style="list-style-type: none"> 1. Identify how elevation influences the climate in South America. 2. Identify how geography played in the role of developing civilizations in the region. 3. Compare and contrast daily life of people throughout the region. 4. Determine the impact the Columbian Exchange had on the continent. 5. Identify the challenges facing the region. 6. Explain how we can conserve rainforests. 7. Analyze the impacts of globalization. | <ol style="list-style-type: none"> 1. Students will be able to identify the significant physical features of South America. 2. Students will be able to compare and contrast the history of the countries in the region. 3. Students will be able to recognize the indigenous cultures and language diversity in the region. |

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| | | 6.1.5.EconEM.6 6.1.5.EconGE.4 6.1.5.EconGE.5 6.1.5.EconNE.4 6.1.5.EconNE.5 NJLSA.R1. NJLSA.R2 NJLSA.R7 NJLSA.R8 NJLSA.R9 NJLSA.R10 | 8. Identify different cultures and belief systems 9. Analyze political and economic geography of the region. 10. Evaluate the impact slavery has had on the region. | |
| Unit 5: Europe: Geography, History & Today | 10 weeks April- June | 6.1.5.GeoGI.2 6.1.5.HistoryUP.2 6.1.5.HistoryUP.3 6.1.5.HistoryUP.5 6.1.5.HistoryUP.6 6.1.5.HistoryUP.7 6.1.5.HistoryCC.5 6.1.5.HistoryCC.11 6.1.5.EconET.1 6.1.5.EconET.3 6.1.5.EconEM.2 6.1.5.EconEM.5 6.1.5.EconEM.6 6.1.5.EconGE.3 6.1.5.EconGE.5 6.1.5.EconNE.4 6.1.5.EconNE.5 NJLSA.R1. | Students will be able to: <ol style="list-style-type: none"> 1. Identify how elevation influences the climate in Western Europe. 2. Identify how geography played in the role of developing civilizations in the region. 3. Compare and contrast daily life of people throughout the region. 4. Discuss the effects of tourism on the region. 5. Identify the challenges facing the region. 6. Analyze the impacts of globalization. 7. Identify different cultures and belief systems 8. Analyze political and | <ol style="list-style-type: none"> 1. Students will be able to identify the significant physical features of Europe. 2. Students will be able to compare and contrast the history of the countries in the region. 3. Students will be able to recognize the roots of democracy, Industrial Revolution, Renaissance, cultures and language diversity in the region. 4. Students will be able to identify major historical events in the region that |

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| | | NJSLSA.R2 NJSLSA.R7 NJSLSA.R8 NJSLSA.R9 NJSLSA.R10 | economic geography of the region. 9. Analyze why different cultures trade throughout different periods of time. | contributed to the current political boundaries. |
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| Instructional Unit Map | | | |
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| Course Title: World Cultures and Geography | | | |
| Unit Title | Unit 1: The Essentials of Geography | | Start Date: September |
| | | | Length of Unit: 6 weeks |
| Content Standards <i>What do we want them to know, understand, & do?</i> | Power NJSLS Standards: 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. | Learning Goals | <ol style="list-style-type: none"> 1. Students will be able to think spatially about the world. 2. Students will be able to analyze how we use geography. 3. Students will be able to differentiate between the different regions of the Western Hemisphere. 4. Students will be able to identify how the Earth is continually changing. 5. Students will be able to analyze what shapes the earth's varied environments. 6. +Students will be able to analyze how geography influenced cultures around the world. |

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| | <p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed</p> <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from</p> | | <p>7. Students will be able to differentiate between weather and climate.</p> <p>8. Students will be able to determine how to use longitude and latitude to locate places on a map.</p> |
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| | <p>one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs,</p> | | |
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| | <p>diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> | | |
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| | <p>Secondary:</p> <p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8. Delineate and evaluate the argument and specific claims in a text,</p> | | |
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| | <p>including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> | | |
| Essential Questions | <ol style="list-style-type: none"> 1. How do you read and interpret maps? 2. Why would you look at a map? 3. What information would you expect to find on a map? 4. What is the difference between weather and climate? 5. How does location impact culture and the way people live? | | |
| Assessments <i>How will we know they have gained the knowledge & skills?</i> | <p>Formative</p> <ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets | <p>Summative</p> <ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing | <p>Alternative</p> <ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions |

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| | <ul style="list-style-type: none"> • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions | <ul style="list-style-type: none"> • Discussion Questions | | |
| Unit Pre-Assessment(s) <i>What do they already know?</i> | KWL Charts and Cooperative Group Discussion | | | |
| Instructional Strategies/Student Activities | Direct Instruction <ul style="list-style-type: none"> • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice | | | |
| Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i> | English Language Learners | Special Education Learners | Struggling Learners | Advanced Learners |
| | <ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud | <ul style="list-style-type: none"> • Clarify directions • Multiple choice format | <ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words | <ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts |

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| | <ul style="list-style-type: none"> ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework | <ul style="list-style-type: none"> ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework | <ul style="list-style-type: none"> ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics | |
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| Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i> | Access (Resources and/or Process) | Expression (Products and/or Performance) |
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| | <ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument | <ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu |

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| Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i> | Tier II: Geography, Analysis, Evidence, Cite, Primary Source, Secondary Source Tier III: Latitude, Longitude, Cardinality, Prime Meridian, Equator | |
| Integration of Technology SAMR | Substitution: Use of teacher websites to access class resources. Augmentation: Students collaborate via Google Classroom. | |
| Interdisciplinary Connections NJ Student Learning Standards | Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions. Life Literacies and Key Skills: 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. | |
| 21st Century Themes/Skills P21 Framework | Themes Skills | |
| | <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills | <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication |

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| | <ul style="list-style-type: none"> Information & Communication Technologies Communication & Collaboration Information Literacy | <ul style="list-style-type: none"> Social & cross cultural skills |
| Resources/Materials | Text Materials: <ul style="list-style-type: none"> <u>World Cultures and Geography</u>^O* <u>Reading Essentials & Study Guide</u>^O* <u>Leveled Social Studies Readers</u>^O* Other: <ul style="list-style-type: none"> Scholastic News^O* Primary and secondary sources^O* Online videos chromebooks | |

| Instructional Unit Map | | | |
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| Course Title: World Cultures and Geography | | | |
| Unit Title | Unit 2: North America: Geography, History, & Today | Start Date: | October |
| | | Length of Unit: | 10 weeks |
| Content Standards <i>What do we want them to know, understand, & do?</i> | Power NJSLS Standards: 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change | Learning Goals | Students will be able to: <ol style="list-style-type: none"> +Compare and contrast how the U.S. and Canada developed as nations. Identify how various cultures influenced Mexico's history. Analyze the issues Canada, the U.S., and Mexico face today. |

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| | <p>and propose possible solutions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions</p> | | <ol style="list-style-type: none"> 4. ^Identify the rights and responsibilities of U.S. citizens. 5. +Analyze the impacts of globalization. 6. +^Identify different cultures and belief systems 7. Analyze political and economic geography of the region. 8. Identify the significant physical features of North America. 9. Identify the challenges facing the region. |
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| | <p>of the Western Hemisphere.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of</p> | | |
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| | <p>different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> | | |
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| | <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to</p> | | |
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| | <p>produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p> <p>Secondary: NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual</p> | | |
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| | <p>evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar</p> | | |
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| | <p>themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> | | |
| <p>Essential Questions</p> | <ol style="list-style-type: none"> 1. Why do geographer’s study the United States and Canada separately from Mexico, even though they are in North America? 2. How does location in the middle latitudes help a country’s economic health? 3. What determines the type of vegetation that grows in an environment? 4. How have the natural resources in this region benefited their development? 5. How do the U.S. and Canada cooperate? | | |
| <p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p> | <p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers ● Discussion questions | <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions | <p style="text-align: center;">Alternative</p> <ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions |

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| Unit Pre-Assessment(s) <i>What do they already know?</i> | KWL On-demand writing (“Nat Geography” Task) | | | |
| Instructional Strategies/Student Activities | Direct Instruction <ul style="list-style-type: none"> ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice ● Chalk Talk ● Graffiti Boards ● Carousel Protocol | | | |
| Instructional/Assessment Scaffolds (<i>Modifications/Accommodations</i>) – <i>planned for prior to instruction</i> | English Language Learners Special Education Learners Struggling Learners Advanced Learners | | | |
| | <ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor | <ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read the directions aloud | <ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts | <ul style="list-style-type: none"> ● Independent study ● Tiered assessments ● Leveled texts |

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| | <ul style="list-style-type: none"> ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework | <ul style="list-style-type: none"> ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework | <ul style="list-style-type: none"> ● Choice of writing topics | |
| Differentiated Instructional Methods: | Access (Resources and/or Process) | | Expression (Products and/or Performance) | |
| | <ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites | | <ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment | |

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| <p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p> | <ul style="list-style-type: none"> ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument | <ul style="list-style-type: none"> ● Modeling ● Portfolio ● menu |
| <p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p> | <p>Tier II: Geography, Analysis, Evidence, Cite, Primary Source, Secondary Source</p> <p>Tier III: Latitude, Longitude, Cardinality, Prime Meridian, Equator</p> | |

| Integration of Technology SAMR | Substitution: Use of teacher websites to access class resources. Augmentation: Students collaborate via Google Classroom. | | | | | |
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| Interdisciplinary Connections NJ Student Learning Standards | <p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Life Literacies and Key Skills: 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> | | | | | |
| 21st Century Themes/Skills P21 Framework | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills </td> </tr> </tbody> </table> | | Themes | Skills | <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy | <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills |
| Themes | Skills | | | | | |
| <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy | <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills | | | | | |
| Resources/Materials | Text Materials: | | | | | |

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| | <ul style="list-style-type: none"> ● <u>World Cultures and Geography</u>^O* ● <u>Reading Essentials & Study Guide</u>^O* ● <u>Leveled Social Studies Readers</u>^O* <p>Other:</p> <ul style="list-style-type: none"> ● Scholastic News^O* ● Primary and secondary sources ● Online videos ● chromebooks |
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| Instructional Unit Map | | | |
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| Course Title: World Cultures and Geography | | | |
| Unit Title | Unit 3: Central America and the Caribbean: Geography, History, & Today | Start Date: | December |
| | | Length of Unit: | 10 weeks |
| Content Standards <i>What do we want them to know, understand, & do?</i> | Power NJSLS Standards: 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among | Learning Goals | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the significant physical features of Central America. 2. Analyze the impacts of the rainforest on the region 3. Identify the last impacts of European exploration and early trade routes. 4. Discuss the effects of tourism on the region. 5. ^Identify the challenges facing the region. 6. Explain how we can conserve rainforests. 7. +Analyze the impacts of globalization. 8. +^Identify different cultures and belief systems |

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| | <p>European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> | | <p>9. Analyze political and economic geography of the region.</p> <p>10. ^Evaluate the impact slavery has had on the region.</p> |
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| | <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using</p> | | |
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| | <p>sources that represent multiple perspectives.</p> <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human</p> | | |
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| | <p>capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology</p> | | |
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| | <p>innovations on European exploration.</p> <p>6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>Secondary: NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize</p> | | |
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| | <p>the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and</p> | | |
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| | proficiently with scaffolding as needed. | | |
| Essential Questions | <ol style="list-style-type: none"> 1. What are the defining physical features of Latin America? 2. How has the region's history impacted the culture in Latin America today? 3. What are the diverse cultures in the region and the lasting impact on the region? 4. How does physical geography impact the economies in the region? | | |
| Assessments <i>How will we know they have gained the knowledge & skills?</i> | Formative | | |
| | Summative | Alternative | |
| | <ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions | <ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion Questions | <ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions |
| Unit Pre-Assessment(s) <i>What do they already know?</i> | KWL | | |
| Instructional Strategies/Student Activities | Direct Instruction <ul style="list-style-type: none"> • Guided Practice • Cooperative learning (group work) • Modeling | | |

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| | <ul style="list-style-type: none"> • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice | | | |
| Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i> | English Language Learners Special Education Learners Struggling Learners Advanced Learners | | | |
| | <ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud • Highlight/underline key words • Peer tutor • Preferential seating • Simplify directions • Oral testing • Short answer responses • Enhanced directions • Leveled texts • Choice of writing topics | <ul style="list-style-type: none"> • Clarify directions • Multiple choice format • Read the directions aloud • Highlight/underline key words • Peer tutor • Preferential seating • Simplify directions • Oral testing • Short answer responses | <ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words • Chunk long-term assignments • Pace long-term projects • Leveled texts • Choice of writing topics | <ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts |

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| | <ul style="list-style-type: none"> ● Choice of test format ● Shorten homework | <ul style="list-style-type: none"> ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework | | |
| Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i> | Access (Resources and/or Process) | | Expression (Products and/or Performance) | |
| | <ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) | | <ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu | |

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| | <ul style="list-style-type: none"> ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument | |
| Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i> | Tier II: Geography, Analysis, Evidence, Cite, Primary Source, Secondary Source Tier III: Latitude, Longitude, Cardinality, Prime Meridian, Equator | |
| Integration of Technology SAMR | Substitution: Use of teacher websites to access class resources. Augmentation: Students collaborate via Google Classroom. | |
| Interdisciplinary Connections NJ Student Learning Standards | Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions. Life Literacies and Key Skills: 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. | |

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| | <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> | |
| 21st Century Themes/Skills P21 Framework | Themes | |
| | Skills | |
| | <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy | <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills |
| Resources/Materials | <p>Text Materials:</p> <ul style="list-style-type: none"> ● World Cultures and Geography^O* ● Reading Essentials & Study Guide^O* ● Leveled Social Studies Readers^O* <p>Other:</p> <ul style="list-style-type: none"> ● Scholastic News^O* ● Primary and secondary sources ● Online videos ● chromebooks | |

Instructional Unit Map

| Course Title: World Cultures and Geography | | | |
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| Unit Title | Unit 4: South America: Geography, History and Today | Start Date: | February |
| | | Length of Unit: | 10 weeks |
| Content Standards <i>What do we want them to know, understand, & do?</i> | Power NJSL Standards: 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. | Learning Goals | Students will be able to: <ol style="list-style-type: none"> 1. Identify how elevation influences the climate in South America. 2. Identify how geography played in the role of developing civilizations in the region. 3. +Compare and contrast daily life of people throughout the region. 4. Determine the impact the Columbian Exchange had on the continent. 5. ^Identify the challenges facing the region. 6. Explain how we can conserve rainforests. 7. +Analyze the impacts of globalization. 8. +^Identify different cultures and belief systems 9. Analyze political and economic geography of the region. 10. ^Evaluate the impact slavery has had on the region. |

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| | <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by</p> | | |
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| | <p>people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> | | |
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| | <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the</p> | | |
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| | <p>economies of the colonies and European countries.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p> <p>6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>Secondary: NJLSA.R1. Read closely to determine what the text says explicitly and to make</p> | | |
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| | <p>logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | | |
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| | <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> | | | | | | |
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| <p>Essential Questions</p> | <ol style="list-style-type: none"> 1. What are the physical features of Latin America and how has it affected the development in the region? 2. What are the political features of the region? 3. How have the ancient civilizations, major cities, and languages spoken affected the culture of the region? 4. How did Spanish Colonization impact the region? | | | | | | |
| <p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p> | <table border="1" style="width: 100%; text-align: center;"> <tr> <th data-bbox="575 982 995 1036">Formative</th> <th data-bbox="995 982 1528 1036">Summative</th> <th data-bbox="1528 982 1944 1036">Alternative</th> </tr> </table> | | | | Formative | Summative | Alternative |
| Formative | Summative | Alternative | | | | | |
| | | <ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers | <ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions | <ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions | | | |

| | <ul style="list-style-type: none"> • Discussion questions | | | | | | | | | | | |
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| Unit Pre-Assessment(s) <i>What do they already know?</i> | | | | | | | | | | | | |
| Instructional Strategies/Student Activities | Direct Instruction <ul style="list-style-type: none"> • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice | | | | | | | | | | | |
| Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i> | <table border="1"> <thead> <tr> <th>English Language Learners</th> <th>Special Education Learners</th> <th>Struggling Learners</th> <th>Advanced Learners</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud • Highlight/underline key words • Peer tutor </td> <td> <ul style="list-style-type: none"> • Clarify directions • Multiple choice format • Read the directions aloud </td> <td> <ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words • Chunk long-term assignments • Pace long-term projects • Leveled texts </td> <td> <ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts </td> </tr> </tbody> </table> | | | | English Language Learners | Special Education Learners | Struggling Learners | Advanced Learners | <ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud • Highlight/underline key words • Peer tutor | <ul style="list-style-type: none"> • Clarify directions • Multiple choice format • Read the directions aloud | <ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words • Chunk long-term assignments • Pace long-term projects • Leveled texts | <ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts |
| | English Language Learners | Special Education Learners | Struggling Learners | Advanced Learners | | | | | | | | |
| <ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud • Highlight/underline key words • Peer tutor | <ul style="list-style-type: none"> • Clarify directions • Multiple choice format • Read the directions aloud | <ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words • Chunk long-term assignments • Pace long-term projects • Leveled texts | <ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts | | | | | | | | | |
| <ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud • Highlight/underline key words • Peer tutor | <ul style="list-style-type: none"> • Clarify directions • Multiple choice format • Read the directions aloud | <ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words • Chunk long-term assignments • Pace long-term projects • Leveled texts | <ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts | | | | | | | | | |

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| | <ul style="list-style-type: none"> ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework | <ul style="list-style-type: none"> ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework | <ul style="list-style-type: none"> ● Choice of writing topics | |
| Differentiated Instructional Methods: | Access (Resources and/or Process) | | Expression (Products and/or Performance) | |

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| <p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p> | <ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think Pair Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument | <ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu |
| <p>Vocabulary</p> | <p>Tier II: Geography, Analysis, Evidence, Cite, Primary Source, Secondary Source</p> <p>Tier III: Latitude, Longitude, Cardinality, Prime Meridian, Equator</p> | |

| <p><i>Highlight key vocabulary (both Tier II and Tier III words)</i></p> | | | | | | |
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| <p>Integration of Technology SAMR</p> | <p>Substitution: Use of teacher websites to access class resources. Augmentation: Students collaborate via Google Classroom.</p> | | | | | |
| <p>Interdisciplinary Connections NJ Student Learning Standards</p> | <p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Life Literacies and Key Skills: 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> | | | | | |
| <p>21st Century Themes/Skills P21 Framework</p> | <table border="1"> <thead> <tr> <th data-bbox="575 1019 1234 1089">Themes</th> <th data-bbox="1234 1019 1944 1089">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1089 1234 1360"> <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills </td> <td data-bbox="1234 1089 1944 1360"> <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills </td> </tr> </tbody> </table> | | Themes | Skills | <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills | <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills |
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| | <ul style="list-style-type: none"> ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy | |
| Resources/Materials | Text Materials: <ul style="list-style-type: none"> ● <u>World Cultures and Geography</u>^O* ● <u>Reading Essentials & Study Guide</u>^O* ● <u>Leveled Social Studies Readers</u>^O* Other: <ul style="list-style-type: none"> ● Scholastic News^O* ● Primary and secondary sources ● Online videos ● chromebooks | |

| Instructional Unit Map | | | |
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| Course Title: World Cultures and Geography | | | |
| Unit Title | Unit 5: Europe: Geography, History & Today | Start Date: | April |
| | | Length of Unit: | 10 weeks |
| Content Standards <i>What do we want them to know, understand, & do?</i> | Power NJSLS Standards: 6.1.5.GeoGl.2: Use historical maps to explain what led to the | Learning Goals | Students will be able to: <ol style="list-style-type: none"> 10. Identify how elevation influences the climate in Western Europe. 11. Identify how geography played in the role of developing civilizations in the region. 12. +Compare and contrast daily life of people throughout |

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| | <p>exploration of new water and land routes.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> | | <p>the region.</p> <ol style="list-style-type: none"> 13. Discuss the effects of tourism on the region. 14. Identify the challenges facing the region. 15. +Analyze the impacts of globalization. 16. +^Identify different cultures and belief systems 17. Analyze political and economic geography of the region. 18. Analyze why different cultures trade throughout different periods of time. |
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| | <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> | | |
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| | <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p> | | |
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| | <p>6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>Secondary: NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJLSA.R3. Analyze how</p> | | |
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| | <p>and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> | | |
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| Essential Questions | <ol style="list-style-type: none"> 1. What are the significant physical features of Europe and how did they affect the development of the region? 2. How have the different cultures influenced the region? 3. How has democracy, the Industrial Revolution, Renaissance, cultures and language diversity affect the region? | | | | | | | | |
|--|--|--|-------------|-----------|-----------|-------------|--|---|--|
| Assessments <i>How will we know they have gained the knowledge & skills?</i> | <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th data-bbox="575 391 995 467" style="width:33%;">Formative</th> <th data-bbox="995 391 1526 467" style="width:33%;">Summative</th> <th data-bbox="1526 391 1944 467" style="width:33%;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 467 995 927"> <ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions </td> <td data-bbox="995 467 1526 927"> <ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion Questions </td> <td data-bbox="1526 467 1944 927"> <ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions </td> </tr> </tbody> </table> | | | Formative | Summative | Alternative | <ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions | <ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion Questions | <ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions |
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| | | | | | | | | | |
| Unit Pre-Assessment(s) <i>What do they already know?</i> | | | | | | | | | |
| Instructional Strategies/Student Activities | <p>Direct Instruction</p> <ul style="list-style-type: none"> • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet | | | | | | | | |

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| | <ul style="list-style-type: none"> • Turn and talk/ Think-pair-share • Student choice | | | |
| Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i> | English Language Learners Special Education Learners Struggling Learners Advanced Learners | | | |
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