

# Grade Seven

<b>Course: World Geography (7th Grade)</b>		<b>Time Frame: September (4 Weeks)</b>	
<b>Unit of Study: I. Geographic Perspectives</b>			
<b>STAGE 1: Desired Results</b>			
<b>21st Century Skills</b>			
<i>Learning and Innovation Skills:</i> Creativity and Innovation    Critical Thinking and Problem Solving    Communication and Collaboration			
<i>Information, Media and Technology Skills:</i> Information Literacy    Media Literacy    ICT (Information, Communications and Technology) Literacy			
<i>Life and Career Skills:</i> Flexibility and Adaptability    Initiative and Self-Direction    Social and Cross-Cultural Skills    Productivity and Accountability    Leadership and Responsibility			
NJSLS - Social Studies	Indicator		
6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.		
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.		
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.		
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.		
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).		
NJSLS - Technology			

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.4	Assess the credibility and accuracy of digital content.
NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

## MEANING

### Enduring Understandings

*Students will understand that...*

- *Geography focuses on the question of "where."*
- *Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environments on Earth.*
- *Regions form and change as a result of unique physical conditions, economies and cultures.*

### Essential Questions

*Students will keep considering...*

- *Why is "where" important?*
- *How are geographic tools used to understand the regions of the world?*

## ACQUISITION

### Knowledge

*Students will know...*

- *The five themes of geography*
- *the characteristics and usefulness of various geographic representations*
- *How to use different types and styles of maps to obtain information, make comparisons, develop generalizations, make inferences, and draw conclusions*
- *The different methods in which you can read and interpret, tables charts and graphs*
- *Select and use various geographic representations to compare information about people, places, regions, and environments.*
- *How to use various thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.*
- *The methods used to construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.*

### Skills

*Students will be able to...*

- *Summarize the five themes of geography*
- *Describe the characteristics and usefulness of various geographic representations*
- *Use maps to obtain information, make comparisons, develop generalizations, make inferences and draw conclusions*
- *Read and interpret tables, charts and graphs*
- *Select and use various geographic representations to compare information about people, places, regions, and environments.*
- *Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.*
- *Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.*

## STAGE 2: Assessment Evidence

**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

<p><u>Formative</u>  Notebook Checks every 10 days to check for understanding of major topics covered in class  Journal Writing assignments on Current Event topics that are relevant to unit being studied  Utilize student examples as models throughout the process  Quiz on “map types, vocabulary and tools that geographers use”  Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic)  Questioning (at key points)</p> <p><u>Summative</u>  Unit 1 Test “Tools of Geography”</p>	<p><u>Alternative</u>  Choose three activities from my geographic choice board to replace test.  Modified Rubric, as per needs of a student  Alternate mode for Presentations (Typed in lieu of presenting to class)</p> <p><u>Benchmark</u>  Unit test  Writing assignments</p>
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**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

<p><b>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</b></p> <ul style="list-style-type: none"> <li>● 3D Elements of National Monuments</li> <li>● Physical Features Super Heroes</li> <li>● How do you find a Geocache? Using Concepts of Longitude/Latitude</li> <li>● Physical Map of the USA</li> <li>● Political Map of the USA</li> <li>● “How the States Got Their Shapes” - - DVD</li> </ul>	<p><b>Integrated Accommodations and Modifications</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>● Go see It: With a member of your family go see a state park ● Text in native language and audio in English</li> <li>● Work in small groups with extra help to interpret discussion</li> <li>● Tiered Vocabulary- Concepts in primary language</li> </ul> <p><b>Special Education (See IEP for specific modifications to content)</b></p> <ul style="list-style-type: none"> <li>● Go see It: With a member of your family go see a state park</li> </ul>
	<ul style="list-style-type: none"> <li>● Create and color a map of the USA with the state borders in place</li> </ul> <p><b>504 (See 504 plan for specific accommodations)</b></p> <ul style="list-style-type: none"> <li>● Go see It: With a member of your family go see a state park</li> <li>● Create and color a map of the USA with the state borders in place</li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>● Create a model of your Physical Feature Superhero and present it to the class</li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Essay response to answer the question “Why is New Jersey shaped the way it is?”</li> </ul>

<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Many of the tools that geographers use are similar to the tools that scientists use.</li> <li>• Reading and writing of Current Events Articles - - Summaries</li> <li>• Mathematical Equations used to figure out circumference and distance</li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• Use an application to locate a Geocache</li> <li>• Access Google Classroom to manage assignments and stay updated of assignments</li> <li>• Use Google Docs to type certain assignments</li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• Research and present local environmental issues that affect our communities</li> <li>• Examine how the “Tocks Island Project” was able to be stopped by the local population</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• World Geography Textbook</li> <li>• World Atlas</li> <li>• How the States Got their Shapes - - DVD</li> <li>• <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li>• <a href="http://www.newzowl.com">www.newzowl.com</a></li> <li>• Tocks Island Reading Assignment</li> <li>• Junior Scholastic Magazine - - Monthly Edition</li> </ul>
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**Course: World Geography (7th Grade)**  
**Unit of Study: II. Physical Geography**

**Time Frame: October 4 Weeks**

**STAGE 1: Desired Results**

**21st Century Skills**

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies	Indicator
6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.

8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

## MEANING

### Enduring Understandings

*Students will understand that...*

- *There are physical and human features that make a place unique.*
- *How geography, climate, and natural resources, affect the way people live and work.*
- *How human activities affect the physical environment both from a positive and negative perspective.*

### Essential Questions

*Students will keep considering...*

- *How can the environment influence human decisions?*
- *What effect globally do human actions have on the earth?*

## ACQUISITION

### Knowledge

*Students will know...*

- *The specific types of landforms on the earth.*
- *The difference between latitude and longitude.*
- *The seven continents.*
- *The five themes of Geography.*
- *The 5 climate zones and 12 climate types.*
- *The difference between renewable and non-renewable resources.*

### Skills

*Students will be able to...*

- *Differentiation between human and physical features of the world*
- *Famous examples of those features from around the globe*
- *Provide examples of human and environmental interaction that focus not on just the positive aspects but unfortunately the negative as well.*
- *Predict effects of the physical process and changes on the Earth.*
- *Explain how geography affects climate.*
- *List examples of renewable and non-renewable resources.*



**STAGE 2: Assessment Evidence**

**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

Formative

Notebook Checks every 10 days to check for understanding of major topics covered in class  
 Journal Writing assignments on Current Event topics that are relevant to unit being studied  
 Utilize student examples as models throughout the process  
 Quiz on "physical features of the Earth, The 7 Continents, Climate Zones, and Climate Regions"  
 Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic) Questioning (at key points)

Summative

Unit 2 Test "Physical Features of the Earth"

Alternative

Choose three activities from my geographic choice board to replace test.  
 Modified Rubric, as per needs of a student  
 Alternate mode for Presentations (Typed in lieu of presenting to class)

Benchmark:

LinkIt  
 Unit Test  
 Project #1  
 Writing assignments

Project #1 - - "The 5 Themes of Geography" of a selected place.

**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

<p><b>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</b></p> <ul style="list-style-type: none"> <li>● <i>Climate Maps</i></li> <li>● <i>Climate Zones of the World Coloring Pages</i></li> <li>● <i>Predict the Weather Activity</i></li> <li>● <i>Plate Tectonics - - 3D - - Coffee Filter Activity</i></li> <li>● <i>Case Study Activity - - Pick a superfund site: How did human affect it? ● The benefits of Ecotourism in New Jersey: The Delaware Water Gap</i></li> </ul>	<p><b>Integrated Accommodations and Modifications</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>● <i>Go see It: With a member of your family go see a state park ● Text in native language and audio in English</i></li> <li>● <i>Work in small groups with extra help to interpret discussion</i></li> <li>● <i>Tiered Vocabulary- Concepts in primary language</i></li> </ul> <p><b>Special Education (See IEP for specific modifications to content)</b></p> <ul style="list-style-type: none"> <li>● <i>Go see It: With a member of your family go see a state park</i></li> <li>● <i>Create and color a map of the world that includes different colors for each continent.</i></li> </ul> <p><b>504 (See 504 plan for specific accommodations)</b></p> <ul style="list-style-type: none"> <li>● <i>Go see It: With a member of your family go see a state park</i></li> <li>● <i>Create and color a map of the world that includes different colors for each continent.</i></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>● <i>Create a model for your "5 Themes of Geography" Project</i></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● <i>Essay response to answer the question "How have humans affected the World, today?" ● Create a model for your "5 Themes of Geography" Project</i></li> </ul>		
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● <i>Many of these concepts are also reinforced in Science class for example: plate tectonics, pollution, and the resources of earth.</i></li> <li>● <i>Reading and writing of Current Events Articles - - Summaries</i></li> <li>● <i>Mathematical Connections for determining the correct local time based on the earth's 24 time zones.</i></li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● <i>Use a digital compass the determine direction and heading.</i></li> <li>● <i>Access Google Classroom to manage assignments and stay updated of assignments</i></li> <li>● <i>Use Google Docs to type certain assignments</i></li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>● <i>Research and present local environmental issues that affect our communities</i></li> <li>● <i>Research superfund sites within the United States and present their findings to the class.</i></li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● <i>World Atlas</i></li> <li>● <i>What is a Superfund Site - - internet article</i></li> <li>● <i>Junior Scholastic Magazine - - Monthly Edition</i></li> <li>● <i>Youtube Video: Mountain Paradise: "The golden age of the Delaware Water Gap"</i></li> </ul>

**Course: World Geography (7th Grade)**  
**Unit of Study: III. Human Geography**

**Time Frame: November 4 weeks**

**STAGE 1: Desired Results**

**21st Century Skills**

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies	Indicator
6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
NJSLS - Technology	

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information
<b>MEANING</b>	
<p><b>Enduring Understandings</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● <i>The world's changing human population is unevenly distributed across the landscape.</i></li> <li>● <i>In a interconnected world increased collaboration is needed to solve global problems.</i></li> <li>● <i>Settlement patterns across the globe vary from region to region.</i></li> <li>● <i>Human migration patterns affect the resources of the areas they relocate to.</i></li> <li>● <i>Cultures include: traditions, beliefs, values, ideas, assumptions, etc. of a particular group of people</i></li> <li>● <i>Various forms of currency are used around the world and all are not equal</i></li> </ul>	<p><b>Essential Questions</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● <i>How do human spatial patterns affect the regions that they live in?</i></li> <li>● <i>What is culture?</i></li> <li>● <i>Why is it important to study other cultures and what do they teach us?</i></li> </ul>
<b>ACQUISITION</b>	

<p><b>Knowledge</b> Students will know...</p> <ul style="list-style-type: none"> <li>• Specific types of currencies from around the world</li> <li>• The different forms of government that exists and a country example for each</li> <li>• Specific examples of their culture and subcultures in the USA</li> <li>• How quickly the population of the earth is growing and the impacts of that</li> <li>• The major economic systems in the world today and how those systems affect the people living within them</li> </ul>	<p><b>Skills</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the factors that define a culture</li> <li>• Explain the factors that cause a culture to change</li> <li>• List the factors that cause a population to grow and or decline</li> <li>• Describe the factors that affect population patterns and characteristics</li> <li>• Describe the major types of governments and economic systems in the world today</li> </ul>
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<ul style="list-style-type: none"> <li>• How the concept of Supply and Demand works.</li> </ul>	
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**STAGE 2: Assessment Evidence**

**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

<p><u>Formative</u>          Notebook Checks every 10 days to check for understanding of major topics covered in class          Journal Writing assignments on Current Event topics that are relevant to unit being studied          Utilize student examples as models throughout the process          Quiz on "Cultural Norms, Government Types, and Economies of the World"          Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic)          Questioning (at key points)</p> <p><u>Summative</u>          Unit 3 Test "Human Features of the Earth"          What is Beautiful to You Essay</p>	<p><u>Alternative</u>          Choose three activities from my geographic choice board to replace test.          Modified Rubric, as per needs of a student          Alternate mode for Presentations (Typed in lieu of presenting to class)</p> <p><u>Benchmark</u>          Unit Test          Essay</p>
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**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

<p><b>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</b></p> <ul style="list-style-type: none"> <li>• <i>Cultural Poster Assignments</i></li> <li>• <i>Cultural Posters from Around the World</i></li> <li>• <i>What is Beautiful to You Activity</i></li> <li>• <i>World Population Clock Graph and Chart</i></li> <li>• <i>USA Deficit Clock</i></li> <li>• <i>List the ways that technology has changed humanity over the last 100, 75, 50, 25, 10, 5 years</i></li> </ul>	<p><b>Integrated Accommodations and Modifications</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• <i>Go see It: With a member of your family go see a state park</i> • <i>Text in native language and audio in English</i></li> <li>• <i>Work in small groups with extra help to interpret discussion</i></li> <li>• <i>Tiered Vocabulary- Concepts in primary language</i></li> </ul> <p><b>Special Education (See IEP for specific modifications to content)</b></p> <ul style="list-style-type: none"> <li>• <i>Go see It: With a member of your family go see a state park</i></li> <li>• <i>Create and color a cartograph that shows how uneven the population of the world is distributed.</i></li> </ul> <p><b>504 (See 504 plan for specific accommodations)</b></p> <ul style="list-style-type: none"> <li>• <i>Go see It: With a member of your family go see a state park</i></li> <li>• <i>Create and color a cartograph that shows how uneven the population of the world is distributed.</i></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <i>Create a model that highlights what the world looks like at night. Population Patterns</i></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <i>Essay response to answer the question “How have humans affected the World, today?”</i></li> <li>• <i>Create a model that highlights what the world looks like at night. Population Patterns</i></li> </ul>		
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• <i>Many of these concepts are also reinforced in Science class for example: pollution patterns, and how humans affect the resources of earth.</i></li> <li>• <i>Reading and writing of Current Events Articles - - Summaries</i></li> <li>• <i>Health Connections: How unsafe conditions due to population density can lead to diseases spreading quicker.</i></li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• <i>Use a population clock to determine how much the world’s population has increased over a 40 minute period.</i></li> <li>• <i>Access Google Classroom to manage assignments and stay updated of assignments</i></li> <li>• <i>Use Google Docs to type certain assignments</i></li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• <i>Research and present local population patterns of Sussex County</i></li> <li>• <i>Using relevant data predict when the world’s population will become an issue for our society to deal with. Graph that scenario.</i></li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>World Geography Textbook</i></li> <li>• <i>World Atlas</i></li> <li>• <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a></li> <li>• <i>Junior Scholastic Magazine - - Monthly Edition</i></li> <li>• <a href="https://www.usdebtclock.org/">https://www.usdebtclock.org/</a></li> <li>• <i>Posters of the World at Night</i></li> </ul>

<b>Course: World Geography (7th Grade)</b> <b>Unit of Study: IV. North America</b>		<b>Time Frame: December (4 Weeks)</b>
<b>STAGE 1: Desired Results</b>		
<b>21st Century Skills</b> <i>Learning and Innovation Skills:</i> Creativity and Innovation    Critical Thinking and Problem Solving    Communication and Collaboration <i>Information, Media and Technology Skills:</i> Information Literacy    Media Literacy    ICT (Information, Communications and Technology) Literacy <i>Life and Career Skills:</i> Flexibility and Adaptability    Initiative and Self-Direction    Social and Cross-Cultural Skills    Productivity and Accountability    Leadership and Responsibility		
NJSLS - Social Studies	Indicator	
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	



6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest

9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

## MEANING

### Enduring Understandings

*Students will understand that...*

- *The world is comprised of nations that are similar to and different from the United States of America.*
- *Patterns of Settlement across Earth's surface differ markedly from region to region.*
- *Both the physical characteristics and human inhabitants of regions change over time.*
- *Regional geographic differences can result in social, economic, and political differences.*

### Essential Questions

*Students will keep considering...*

- *How do different geographic regions affect the way people live and how do the people affect the geography?*
- *How do physical geography, human geography, and the human environment interact to influence or determine the development of nations?*

## ACQUISITION

### Knowledge

*Students will know...*

- *The major geographic features of the area*
- *The names of the counties within the continent and their location on a world map.*
- *The types of governments that exist in this area of the world*
- *The major leaders, and economic systems that are in place.*
- *The overall relationships that are present within the countries that either aid or detract from the global connectedness in this area of the world.*

### Skills

*Students will be able to...*

- *Identify the major geographic features of North America*
- *Compare and Contrast the major physical and human characteristics of this region*
- *Describe how the physical environment of this region affects the people's life in different areas*
- *Explain the population patterns in this world's region*
- *Utilize maps, graphs, and charts to obtain information about this region of the world*

## STAGE 2: Assessment Evidence

**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

### Formative

Notebook Checks every 10 days to check for understanding of major topics covered in class  
Journal Writing assignments on Current Event topics that are relevant to unit being studied  
Utilize student examples as models throughout the process  
Quiz on "50 States, Canadian Provinces, Countries of Central America and the Caribbean"  
Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic)  
Questioning (at key points)

### Summative

Unit 4 Tests: A) USA TEST B) CANADA TEST C) MEXICO/CENTRAL AMERICA TEST Test:  
50 States Test

### Alternative

Choose three activities from my geographic choice board to replace test.  
Modified Rubric, as per needs of a student  
Alternate mode for Presentations (Typed in lieu of presenting to class)

### Benchmark

Unit 4 Tests  
Written Assignments

## STAGE 3: Learning Plan (Key Learning Events and Instruction)

<p><b>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</b></p> <ul style="list-style-type: none"> <li>• USA Timeline Assignment</li> <li>• National Parks Project</li> <li>• Mapping the Major Leagues</li> <li>• Canadian Triarama Project</li> <li>• Daredevils of Niagara Falls</li> <li>• Canadian Triarama Project</li> <li>• What Happened to the Mayans? Essay</li> </ul>	<p><b>Integrated Accommodations and Modifications</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Go see It: With a member of your family go see a state park • Text in native language and audio in english</li> <li>• Work in small groups with extra help to interpret discussion</li> <li>• Tiered Vocabulary- Concepts in primary language</li> </ul> <p><b>Special Education (See IEP for specific modifications to content)</b></p> <ul style="list-style-type: none"> <li>• Go see It: With a member of your family go see a state park</li> <li>• Create a model that highlights how the Aztecs could have protected their capital city from the Spanish, and Cortes.</li> </ul> <p><b>504 (See 504 plan for specific accommodations)</b></p> <ul style="list-style-type: none"> <li>• Go see It: With a member of your family go see a state park</li> <li>• Create a model that highlights how the Aztecs could have protected their capital city from the Spanish, and Cortes.</li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• Create a coloring book for children that highlights the meeting between John Muir and Teddy Roosevelt in Yellowstone.</li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• Essay response to answer the question "What Happened to the Mayans?"</li> <li>• Create a coloring book for children that highlights the meeting between John Muir and Teddy Roosevelt in Yellowstone.</li> </ul>		
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Many of these concepts are also reinforced in Science class for example: pollution patterns, and how humans affect the resources of earth.</li> <li>• Reading and writing of Current Events Articles - - Summaries</li> <li>• Health Connections: How is this area of the world being affected by human population patterns and growth. Does this lead to any health consequences?</li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• Select and research one of our countries national parks, and create a presentation on it.</li> <li>• Access Google Classroom to manage assignments and stay updated of assignments</li> <li>• Use Google Docs to type certain assignments</li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• Research and present local their National Park Project</li> <li>• Using relevant data to predict how many visitors the National Parks receive on a yearly basis.</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• World Geography Textbook</li> <li>• World Atlas</li> <li>• <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a></li> <li>• Junior Scholastic Magazine - - Monthly Edition</li> <li>• Video: Daredevils of Niagara Falls</li> <li>• Video: The Collapse of the Mayan Civilization</li> <li>• Video: John Muir and the creation of our National Park System</li> </ul>

**Course: World Geography (7th Grade)**  
**Unit of Study: V. South America**

**Time Frame: January (4 Weeks)**

**STAGE 1: Desired Results**

**21st Century Skills**

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies	Indicator
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.B.4.e	An m civ m en de po ne co en ch du pe th cu en ch
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6.2.8.B.4.f	Ex ge cli Af an int ec de
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6.2.8.C.4.a	Ex wl int an ag pr po gr ur co le po an (i. Ar
NJSLS - Technology	
8.1.8.A.1	De kn re pr dig
8.1.8.D.1	Ur me ap on re sa bu se cy inc



	ap of
8.1.8.D.2	De ap ap cit co
8.1.8.D.4	As cr ac co
8.1.8.D.5	Un ap fo an co m
8.1.8.E.1	Eff va to pr pu to int so pr
NJSL - 21st Century Life and Career	

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

## MEANING

### Enduring Understandings

*Students will understand that...*

- *The world is comprised of nations that are similar to and different from the United States of America.*
- *Patterns of Settlement across Earth's surface differ markedly from region to region.*
- *Both the physical characteristics and human inhabitants of regions change over time.*
- *Regional geographic differences can result in social, economic, and political differences.*

### Essential Questions

*Students will keep considering...*

- *How do different geographic regions affect the way people live and how do the people affect the geography?*
- *How do physical geography, human geography, and the human environment interact to influence or determine the development of nations?*

## ACQUISITION

## Knowledge

Students will know...

- The major geographic features of the area
- The names of the counties within the continent and their location on a world map. • The types of governments that exist in this area of the world • The major leaders, and economic systems that are in place.
- The overall relationships that are present within the countries that either aid or detract from the global connectedness in this area of the world.

## Skills

Students will be able to...

- Identify the major geographic features of South America
- Compare and Contrast the major physical and human characteristics of this region
- Describe how the physical environment of this region affects the people's life in different areas
- Explain the population patterns in this world's region
- Utilize maps, graphs, and charts to obtain information about this region of the world

### STAGE 2: Assessment Evidence

#### Assessment and Performance Tasks: Students will show they have achieved Stage 1 Goals by...

##### Formative

Notebook Checks every 10 days to check for understanding of major topics covered in class  
Journal Writing assignments on Current Event topics that are relevant to unit being studied  
Utilize student examples as models throughout the process  
Quiz on "Countries of South America", and "Physical Features of South America"  
Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic)  
Questioning (at key points)

##### Summative

Unit 5 Test: South America  
Project: Cereal Box Countries

##### Alternative

Choose three activities from my geographic choice board to replace test.  
Modified Rubric, as per needs of a student  
Alternate mode for Presentations (Typed in lieu of presenting to class)  
Create a 3D Model of 3 Unique Animals that can only be found on South America

##### Benchmark

Unit Test  
Project  
Written Assignments

### STAGE 3: Learning Plan (Key Learning Events and Instruction)

**Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)**

- *Cereal Box Countries Project*
- *Where is the Equator? What happens there?*
- *How Do Monsoons Affect You?*
- *Graphing the strength of Chile's Earthquakes*
- *Vertical Climate Zones Worksheet*
- *Unique Creatures of the Galapagos Islands*
- *The Amazon Rainforest and Me Activity*

**Integrated Accommodations and Modifications**

**ELL**

- *Go see It: With a member of your family go see a state park* ● *Text in native language and audio in english*
- *Work in small groups with extra help to interpret discussion*
- *Tiered Vocabulary- Concepts in primary language*

**Special Education (See IEP for specific modifications to content)**

- *Go see It: With a member of your family go see a state park*
- *Create a coloring book for children that highlights the unique characteristics of the Amazon Rainforest .*

**504 (See 504 plan for specific accommodations)**

- *Go see It: With a member of your family go see a state park*
- *Create a coloring book for children that highlights the unique characteristics of the Amazon Rainforest .*

**Students at Risk for Failure**

- *Create a coloring book for children that highlights the unique characteristics of the Amazon Rainforest .*

**Gifted and Talented**

- *Essay response to answer the question: "Why are the animals on the Galapagos Islands so unique?"*
- *Create a model that highlights Vertical Climate Zones and the unique plants and animals that are found at each separate zone.*

<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● <i>Many of these concepts are also reinforced in Science class for example: pollution patterns, and how humans affect the resources of earth.</i></li> <li>● <i>Reading and writing of Current Events Articles - - Summaries</i></li> <li>● <i>Health Connections: How is this area of the world being affected by human population patterns and growth. Does this lead to any health consequences?</i></li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● <i>Select and research one of the countries in South America and prepare a presentation on it.</i></li> <li>● <i>Access Google Classroom to manage assignments and stay updated of assignments</i></li> <li>● <i>Use Google Docs to type certain assignments</i></li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>● <i>Research and present their Cereal Box Countries.</i></li> <li>● <i>Using relevant data to predict how many indigenous peoples are still living in the Amazon Rainforest.</i></li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● <i>World Geography Textbook</i></li> <li>● <i>World Atlas</i></li> <li>● <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a></li> <li>● <i>Junior Scholastic Magazine - - Monthly Edition</i></li> <li>● <i>Video: Journey Down the Amazon</i></li> <li>● <i>Interactive Map: South America</i></li> <li>● <i>Kahoot: The Outlines of South American Countries: Who are they?</i></li> </ul>
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**Course: World Geography (7th Grade)**  
**Unit of Study: VI. Europe and Russia**

**Time Frame: February (4 Weeks)**

**STAGE 1: Desired Results**

**21st Century Skills**

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies	Indicator
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.

8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

MEANING



<p><b>Enduring Understandings</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• <i>The world is comprised of nations that are similar to and different from the United States of America.</i></li> <li>• <i>Patterns of Settlement across Earth's surface differ markedly from region to region.</i></li> <li>• <i>Both the physical characteristics and human inhabitants of regions change over time.</i></li> <li>• <i>Regional geographic differences can result in social, economic, and political differences.</i></li> </ul>	<p><b>Essential Questions</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• <i>How do different geographic regions affect the way people live and how do the people affect the geography?</i></li> <li>• <i>How do physical geography, human geography, and the human environment interact to influence or determine the development of nations?</i></li> </ul>
<p><b>ACQUISITION</b></p>	
<p><b>Knowledge</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <i>The major geographic features of the area</i></li> <li>• <i>The names of the counties within the continent and their location on a world map. • The types of governments that exist in this area of the world • The major leaders, and economic systems that are in place.</i></li> <li>• <i>The overall relationships that are present within the countries that either aid or detract from the global connectedness in this area of the world.</i></li> </ul>	<p><b>Skills</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• <i>Identify the major geographic features of South America</i></li> <li>• <i>Compare and Contrast the major physical and human characteristics of this region</i></li> <li>• <i>Describe how the physical environment of this region affects the people's life in different areas</i></li> <li>• <i>Explain the population patterns in this world's region</i></li> <li>• <i>Utilize maps, graphs, and charts to obtain information about this region of the world</i></li> </ul>
<p><b>STAGE 2: Assessment Evidence</b></p>	
<p><b>Assessment and Performance Tasks:</b> <i>Students will show they have achieved Stage 1 Goals by...</i></p>	

<p><u>Formative</u>  <i>Notebook Checks every 10 days to check for understanding of major topics covered in class</i>  <i>Journal Writing assignments on Current Event topics that are relevant to unit being studied</i>  <i>Utilize student examples as models throughout the process</i>  <i>Quiz on "Countries of the Three Peninsulas", "Bodies of Water in this Area", "Kingdoms of the UK"</i>  <i>Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic)</i>  <i>Questioning (at key points)</i></p> <p><u>Summative</u>  <i>Unit 6 Test: Western Europe</i>  <i>Essay: Miracle Movie</i>  <i>Project: Festivals of the Iberian Peninsula</i></p>	<p><u>Alternative</u>  <i>Choose three activities from my geographic choice board to replace test.</i>  <i>Modified Rubric, as per needs of a student</i>  <i>Alternate mode for Presentations (Typed in lieu of presenting to class)</i>  <i>Create a Magna Carta for the class that highlights the aspects of the class you currently do not enjoy and why and then present solutions to those problems that we can all agree on.</i></p> <p><u>Benchmark</u>  <i>LinkIt</i>  <i>Unit Test</i>  <i>Essay</i>  <i>Project</i></p>
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**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

<p><b>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</b></p> <ul style="list-style-type: none"> <li>● <i>Festivals of Spain and Portugal</i> ● <i>What is a microstate?</i></li> <li>● <i>Andorra? Say What?</i></li> <li>● <i>Vatican City: An in depth View</i></li> <li>● <i>Research on the Viking Explorers</i></li> <li>● <i>Article: Why Finland's Schools are so different than ours?</i></li> <li>● <i>Mapping Activities: The Peninsulas of the Area</i></li> <li>● <i>Kingdoms of the UK Map</i></li> <li>● <i>Magna Carta Interpretation Worksheet</i></li> </ul>	<p><b>Integrated Accommodations and Modifications</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>● <i>Create a coloring book for children that highlights the historical reasons the Magna Carta was established.</i></li> <li>● <i>Text in native language and audio in English</i></li> <li>● <i>Work in small groups with extra help to interpret discussion</i></li> <li>● <i>Tiered Vocabulary- Concepts in primary language</i></li> </ul> <p><b>Special Education (See IEP for specific modifications to content)</b></p> <ul style="list-style-type: none"> <li>● <i>Go see It: With a member of your family go see a state park</i></li> <li>● <i>Create a coloring book for children that highlights the historical reasons the Magna Carta was established.</i></li> </ul> <p><b>504 (See 504 plan for specific accommodations)</b></p> <ul style="list-style-type: none"> <li>● <i>Go see It: With a member of your family go see a state park</i></li> <li>● <i>Create a coloring book for children that highlights the historical reasons the Magna Carta was established.</i></li> </ul> <p><b>Students at Risk for Failure</b> ● <i>Create a 3D model that shows the kingdoms within the UK.</i></p> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● <i>Essay response to answer the question: "What similarities are there between our Constitution and the original Magna Carta?"</i></li> <li>● <i>Create a 3D model that shows the kingdoms within the UK.</i></li> </ul>
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<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● <i>Many of these concepts are also reinforced in Science class for example: pollution patterns, and how humans affect the resources of earth.</i></li> <li>● <i>Reading and writing of Current Events Articles - - Summaries</i></li> <li>● <i>Health Connections: How is this area of the world being affected by human population patterns and growth. Does this lead to any health consequences?</i></li> <li>● <i>English: Reading of an historical document in order to gather a first person account of a situation.</i></li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● <i>Select and research one of the unique holidays that are celebrated in Portugal and Spain.</i></li> <li>● <i>Access Google Classroom to manage assignments and stay updated of assignments</i></li> <li>● <i>Use Google Docs to type certain assignments</i></li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>● <i>Research and present their essay on the Movie Miracle.</i></li> <li>● <i>Using relevant data to predict why Russia's population is declining.</i></li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● <i>World Geography Textbook</i></li> <li>● <i>World Atlas</i></li> <li>● <a href="https://www.nationalgeographic.com/junior">https://www.nationalgeographic.com/junior</a> Scholastic Magazine - - Monthly Edition</li> <li>● <i>Movie: Miracle</i></li> <li>● <i>Video: Construction of the Chunnel</i></li> <li>● <i>Video: Festivals of Spain and Portugal</i></li> <li>● <i>The Magna Carta</i></li> <li>● <i>Kahoot: The Magna Carta</i></li> </ul>
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**Course: World Geography (7th Grade)**  
**Unit of Study: VII. Southwest and Central Asia**

**Time Frame: March (2 weeks)**

**STAGE 1: Desired Results**

**21st Century Skills**

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies

Indicator

6.1.8.A.1.a

Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.B.1.b

Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b

Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.1.8.A.4.a

Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.b

Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest

9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

## MEANING

### Enduring Understandings

*Students will understand that...*

- *The world is comprised of nations that are similar to and different from the United States of America.*
- *Patterns of Settlement across Earth's surface differ markedly from region to region.*
- *Both the physical characteristics and human inhabitants of regions change over time.*
- *Regional geographic differences can result in social, economic, and political differences.*

### Essential Questions

*Students will keep considering...*

- *How do different geographic regions affect the way people live and how do the people affect the geography?*
- *How do physical geography, human geography, and the human environment interact to influence or determine the development of nations?*

## ACQUISITION

### Knowledge

*Students will know...*

- *The major geographic features of the area*
- *The names of the counties within the continent and their location on a world map. ● The types of governments that exist in this area of the world ● The major leaders, and economic systems that are in place.*
- *The overall relationships that are present within the countries that either aid or detract from the global connectedness in this area of the world.*

### Skills

*Students will be able to...*

- *Identify the major geographic features of Southwest and Central Asia.*
- *Compare and Contrast the major physical and human characteristics of this region*
- *Describe how the physical environment of this region affects the people's life in different areas*
- *Explain the population patterns in this region of the world.*
- *Utilize maps, graphs, and charts to obtain information about this region of the world*

## STAGE 2: Assessment Evidence

**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

Formative

Notebook Checks every 10 days to check for understanding of major topics covered in class  
 Journal Writing assignments on Current Event topics that are relevant to unit being studied  
 Utilize student examples as models throughout the process  
 Quiz on "The Arabian Peninsula", "Countries and Capitals", "Vocabulary in Book"  
 Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic)  
 Questioning (at key points)

Summative

Unit 7 Test: Southwest and Central Asia  
 Essay: How have our Lives Changed since 9/11?  
 Project: Early Civilizations - - 3D Map

Alternative

Choose three activities from my geographic choice board to replace test.  
 Modified Rubric, as per needs of a student  
 Alternate mode for Presentations (Typed in lieu of presenting to class)  
 Create a 3D map of an early Ancient Civilization and then offer your opinions as to why the society flourished and ultimately perished

Benchmark

LinkIt  
 Unit Test  
 Essay  
 Project

**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

**Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)**

- *Origins of Religions*
- *Major Religions of the World*
- *Early Civilizations - - What did they get right?*
- *Terrorism in the World Today - - Junior Scholastic Activity* ● *The importance of this area in the beginning of civilization* ● *Religious leaders: You choose - - Who were they?*
- *Why is there so much conflict here? Research Activity*

**Integrated Accommodations and Modifications**

**ELL**

- *Create a chart that shows the major religions that were created in this area*
- *Text in native language and audio in english*
- *Work in small groups with extra help to interpret discussion*
- *Tiered Vocabulary- Concepts in primary language*

**Special Education (See IEP for specific modifications to content)**

- *Go see It: With a member of your family go see a state park*
- *Create a coloring book for children that highlights the creation of ancient Mesopotamia.*

**504 (See 504 plan for specific accommodations)**

- *Go see It: With a member of your family go see a state park*
- *Create a coloring book for children that highlights the creation of ancient Mesopotamia.*

**Students at Risk for Failure**

- *Create a chart that shows the major religions that were created in this area* **Gifted and Talented**
- *Essay response to answer the question: "Why did this area of the world sometimes referred to as "The Cradle of Civilization?"*
- *Create a 3D model that shows the kingdoms within the UK.*



<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Many of these concepts are also reinforced in Science class for example: pollution patterns, and how humans affect the resources of earth.</li> <li>• Reading and writing of Current Events Articles - - Summaries</li> <li>• Health Connections: How is this area of the world being affected by human population patterns and growth. Does this lead to any health consequences?</li> <li>• English: Reading of an historical document in order to gather a first person account of a situation.</li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• Select and research one of the unique religions that are celebrated in this area of the world.</li> <li>• Access Google Classroom to manage assignments and stay updated of assignments</li> <li>• Use Google Docs to type certain assignments</li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• Research and present their 3D model that was created to highlight an important early civilization</li> <li>• Using relevant data make predictions about the population patterns of the people within this area of the world.</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• World Geography Textbook</li> <li>• World Atlas</li> <li>• <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li>• Junior Scholastic Magazine - - Monthly Edition</li> <li>• Video: The Cradle of Civilization</li> <li>• Kahoot</li> </ul>
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<p><b>Course: World Geography (7th Grade)</b>  <b>Unit of Study: VIII. Africa</b></p>		<p><b>Time Frame: March (2 Weeks)</b></p>
<p><b>STAGE 1: Desired Results</b></p>		
<p><b>21st Century Skills</b>  <b>Learning and Innovation Skills:</b> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration  <b>Information, Media and Technology Skills:</b> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy  <b>Life and Career Skills:</b> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility</p>		
<p>NJSLS - Social Studies</p>	<p>Indicator</p>	

6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.B.4.c	Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
NJSL - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

## MEANING

### Enduring Understandings

Students will understand that...

- The world is comprised of nations that are similar to and different from the United States of America.
- Patterns of Settlement across Earth's surface differ markedly from region to region.
- Both the physical characteristics and human inhabitants of regions change over time.
- Regional geographic differences can result in social, economic, and political differences.

### Essential Questions

Students will keep considering...

- How do different geographic regions affect the way people live and how do the people affect the geography?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of nations?

## ACQUISITION

### Knowledge

Students will know...

- How European Imperialization changed the continent of Africa
- The major geographic features of the area
- The names of the counties within the continent and their location on a world map.
- The types of governments that exist in this area of the world
- The major leaders, and economic systems that are in place.

### Skills

Students will be able to...

- Identify the major geographic features of Africa
- Compare and Contrast the major physical and human characteristics of this region
- Describe how the physical environment of this region affects the people's life in different areas
- Explain the population patterns in this region of the world.

- The overall relationships that are present within the countries that either aid or detract from the global connectedness in this area of the world.

- Utilize maps, graphs, and charts to obtain information about this region of the world

## STAGE 2: Assessment Evidence

**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

Formative

Notebook Checks every 10 days to check for understanding of major topics covered in class  
 Journal Writing assignments on Current Event topics that are relevant to unit being studied  
 Utilize student examples as models throughout the process  
 Quiz on "Basic Physical Features of Africa", "Regional Countries and Capitals", "Vocabulary in Book"  
 Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic)  
 Questioning (at key points)

Summative

Unit 8 Test: Africa  
 Essay: How did European Imperialization of the Americas Affect the people of Africa?  
 Project: Middle Passage Primary Source Interpretation

Alternative

Choose three activities from my geographic choice board to replace test.  
 Modified Rubric, as per needs of a student  
 Alternate mode for Presentations (Typed in lieu of presenting to class)  
 Examine various primary documents that pertain to the middle passage. These documents are told from two different points of view: The Europeans, and the African slaves. Interpret these sources and compare and contrast them for differing opinions.

Benchmark

LinkIt  
 Unit Test  
 Essay  
 Project

**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

**Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)**

- Piracy around the Horn of Africa
- The ABC's of Africa - - Children's Book
- The Sahara Desert - - Where Hurricanes Start. ● Africa at Night Mapping Activity ●  
 How does the Nile flow North?
- Oasis - - - Say What?
- Why is the Red Sea so Important?
- Arab Spring Activity and talking points
- How do the rivers of the area benefit the people ● Poaching - - Why do People Do It?

**Integrated Accommodations and Modifications**

**ELL**

- Create a chart that shows the number of endangered animals in Africa along with the number of animals that remain.
- Text in native language and audio in English
- Work in small groups with extra help to interpret discussion
- Tiered Vocabulary- Concepts in primary language

**Special Education (See IEP for specific modifications to content)**

- Go see It: With a member of your family go see a state park
- Create an ABC booklet that highlights the major political and physical characteristics of the continent.

**504 (See 504 plan for specific accommodations)**

- Go see It: With a member of your family go see a state park
- Create an ABC booklet that highlights the major political and physical characteristics of the continent.

**Students at Risk for Failure**

- Create a chart that shows the number of endangered animals in Africa along with the number of animals that remain.

	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <i>Essay response to answer the question: "If you were the leader of a country how would you stop poaching?"</i></li> <li>• <i>Create an ABC booklet that highlights the major political and physical characteristics of the continent.</i></li> </ul>		
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• <i>Many of these concepts are also reinforced in Science class for example: pollution patterns, and how humans affect the resources of earth, settlement patterns, and the creation of Hurricanes.</i></li> <li>• <i>Reading and writing of Current Events Articles - - Summaries</i></li> <li>• <i>Health Connections: How is this area of the world being affected by human population patterns and growth. Does this lead to any health consequences?</i></li> <li>• <i>English: Reading of a historical document in order to gather a first person account of a situation.</i></li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• <i>Select and research one of the animals that are being poached on the African continent, and examine the reasons for poachers hunting them to the brink of extinction.</i></li> <li>• <i>Access Google Classroom to manage assignments and stay updated of assignments</i></li> <li>• <i>Use Google Docs to type certain assignments</i></li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• <i>Research and present their ABC's of Africa booklet to the class. Students will highlight at least 5 selections from their book.</i></li> <li>• <i>Using relevant data make predictions about the population patterns of the people within this area of the world.</i></li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>World Geography Textbook</i></li> <li>• <i>World Atlas</i></li> <li>• <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li>• <i>Junior Scholastic Magazine - - Monthly Edition</i></li> <li>• <i>Video: The Nile River Valley</i></li> <li>• <i>Kahoot</i></li> </ul>

Course: World Geography (7th Grade)  
Unit of Study: IX. South Asia

Time Frame: April (4 Weeks)

**STAGE 1: Desired Results**

**21st Century Skills**

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies

Indicator

6.1.8.B.1.b

Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b

Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.1.8.A.4.a

Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.b

Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.



6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
NJSLS - Technology	
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
NJSLS - 21st Century Life and Career	

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

## MEANING

### Enduring Understandings

*Students will understand that...*

- *The world is comprised of nations that are similar to and different from the United States of America.*
- *Patterns of Settlement across Earth's surface differ markedly from region to region.*
- *Both the physical characteristics and human inhabitants of regions change over time.*
- *Regional geographic differences can result in social, economic, and political differences.*

### Essential Questions

*Students will keep considering...*

- *How do different geographic regions affect the way people live and how do the people affect the geography?*
- *How do physical geography, human geography, and the human environment interact to influence or determine the development of nations?*

## ACQUISITION

<p><b>Knowledge</b> Students will know...</p> <ul style="list-style-type: none"> <li>• How European Imperialization caused a major trade route to open between the India and the Americas</li> <li>• The major geographic features of the area</li> <li>• The names of the counties within this area of the continent and their location on a world map.</li> <li>• The types of governments that exist in this area of the world • The major leaders, and economic systems that are in place.</li> <li>• The overall relationships that are present within the countries that either aid or detract from the global connectedness in this area of the world.</li> </ul>	<p><b>Skills</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the major geographic features of Southern Asia</li> <li>• Compare and Contrast the major physical and human characteristics of this region</li> <li>• Describe how the physical environment of this region affects the people's life in different areas, including oxygen deprivation</li> <li>• Explain the population patterns in this region of the world.</li> <li>• Utilize maps, graphs, and charts to obtain information about this region of the world</li> </ul>
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**STAGE 2: Assessment Evidence**

**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...*

<p><u>Formative</u> Notebook Checks every 10 days to check for understanding of major topics covered in class Journal Writing assignments on Current Event topics that are relevant to unit being studied Utilize student examples as models throughout the process Quiz on "Major Physical Features of the Area", "Regional Countries and Capitals", "Vocabulary in Book" Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic) Questioning (at key points)</p> <p><u>Summative</u> Unit 9 Test: South Asia</p>	<p style="text-align: center;"><u>Alternative</u></p> <p>Choose three activities from my geographic choice board to replace test. Modified Rubric, as per needs of a student Alternate mode for Presentations (Typed in lieu of presenting to class) Examine various primary documents that pertain to summiting Mount Everest. Examine the biographies of these people and create trading cards for at least 5 of them.</p> <p><u>Benchmark</u> LinkIt Unit Test Essay Project</p>
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<p>Essay: How did European Imperialization cause a major trade route to open between the India and the Americas Project: Mount Everest Summit Scale Project</p>	
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**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

<p><b>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</b></p> <ul style="list-style-type: none"> <li>• <i>The Indian Subcontinent Mapping Activity</i></li> <li>• <i>The Summit of Everest Scale Model Project</i></li> <li>• <i>Oxygen Deprivation - - Effects on the Body - - Track Activity</i></li> <li>• <i>Impact of Tsunamis YouTube video</i></li> <li>• <i>Hinduism, What are the major points of it?</i></li> <li>• <i>Who was Edmund Hillary and Tenzing Norgay</i></li> <li>• <i>The Holy Rivers of India</i></li> <li>• <i>List and describe the separate Caste Systems in India</i> • <i>Foods of the area</i></li> </ul>	<p><b>Integrated Accommodations and Modifications</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• <i>Create a Scale model of Everest with comparison to other items</i></li> <li>• <i>Text in native language and audio in English</i></li> <li>• <i>Work in small groups with extra help to interpret discussion</i></li> <li>• <i>Tiered Vocabulary- Concepts in primary language</i></li> </ul> <p><b>Special Education (See IEP for specific modifications to content)</b></p> <ul style="list-style-type: none"> <li>• <i>Go see It: With a member of your family go see a state park</i></li> <li>• <i>Create a chart that shows the number of deaths on Everest in the past 25 years.</i></li> </ul> <p><b>504 (See 504 plan for specific accommodations)</b></p> <ul style="list-style-type: none"> <li>• <i>Go see It: With a member of your family go see a state park</i></li> <li>• <i>Create an ABC booklet that highlights the major political and physical characteristics of the continent.</i></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <i>Create a chart that shows the number of deaths on Everest in the past 25 years.</i></li> <li>• <i>Create an ABC booklet that highlights the major political and physical characteristics of the continent.</i></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <i>Essay response to answer the question: "What are the effects on your body when you go above the "death zone" in the Himalayas</i></li> <li>• <i>Create a Scale model of Everest with comparison to other items</i></li> </ul>		
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• <i>Many of these concepts are also reinforced in Science class for example: pollution patterns, and how humans affect the resources of earth, settlement patterns, and the creation of Hurricanes.</i></li> <li>• <i>The scale project is a great example of a skill that is reinforced in Math class.</i></li> <li>• <i>Reading and writing of Current Events Articles - - Summaries</i></li> <li>• <i>Health Connections: How is this area of the world being affected by human population patterns and growth. Does this lead to any health</i></li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• <i>Select and research the height of the summit of Mount Everest. Create a scale model that relates to compares to any other item of the students choice.</i></li> <li>• <i>Access Google Classroom to manage assignments and stay updated of assignments</i></li> <li>• <i>Use Google Docs to type certain assignments</i></li> </ul>	<p><b>21st Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• <i>Research and present their Mount Everest Scale Projects to the class.</i></li> <li>• <i>Using relevant data make predictions about the population patterns of the people within this area of the world.</i></li> <li>• <i>Compare and Contrast the IMAX Film Everest with the motion picture film Everest.</i></li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>World Geography Textbook</i></li> <li>• <i>World Atlas</i></li> <li>• <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li>• <i>Junior Scholastic Magazine - - Monthly Edition</i></li> <li>• <i>Video: IMAX: Everest</i></li> <li>• <i>Motion Picture: Everest</i></li> <li>• <i>Kahoot</i></li> </ul>
<p><i>consequences?</i></p>			

- *English: Reading of a historical document in order to gather a first person account of a situation.*

**Course: World Geography (7th Grade)**  
**Unit of Study: X. East and Southeast Asia**

**Time Frame: May (4 Weeks)**

**STAGE 1: Desired Results**

**21st Century Skills**

**Learning and Innovation Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

**Information, Media and Technology Skills:** Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:** Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies

Indicator

6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers

6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse



8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest
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9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

MEANING

### Enduring Understandings

Students will understand that...

- The world is comprised of nations that are similar to and different from the United States of America.
- Patterns of Settlement across Earth's surface differ markedly from region to region.
- Both the physical characteristics and human inhabitants of regions change over time.
- Regional geographic differences can result in social, economic, and political differences.

### Essential Questions

Students will keep considering...

- How do different geographic regions affect the way people live and how do the people affect the geography?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of nations?

## ACQUISITION

### Knowledge

Students will know...

- How the development of the Silk Road opened up a major trade route to open between the Asia and Europe
- The major geographic features of the area
- The names of the counties within this area of the continent and their location on a world map.
- The types of governments that exist in this area of the world ● The major leaders, and economic systems that are in place.
- The overall relationships that are present within the countries that either aid or detract from the global connectedness in this area of the world.

### Skills

Students will be able to...

- Identify the major geographic features of East and Southeast Asia
- Compare and Contrast the major physical and human characteristics of this region
- Describe how the physical environment of this region affects the people's life in different areas, including oxygen deprivation
- Explain the population patterns in this region of the world.
- Utilize maps, graphs, and charts to obtain information about this region of the world

## STAGE 2: Assessment Evidence

**Assessment and Performance Tasks:** Students will show they have achieved Stage 1 Goals by...

<p><u>Formative</u>  <i>Notebook Checks every 10 days to check for understanding of major topics covered in class</i>  <i>Journal Writing assignments on Current Event topics that are relevant to unit being studied</i>  <i>Utilize student examples as models throughout the process</i>  <i>Quiz on “Major Physical Features of the Area”, “Regional Countries and Capitals”, “Vocabulary in Book”</i>  <i>Teacher informal/Formal Observation (at key points to check for understanding of concepts prior to moving onto the next topic)</i>  <i>Questioning (at key points)</i></p> <p><u>Summative</u>  <i>Unit 10 Test: East and Southeast Asia</i>  <i>Essay: How did the Creation of the Silk Road link Europe and Eastern Asia?</i></p>	<p><u>Alternative</u>  <i>Choose three activities from my geographic choice board to replace test.</i>  <i>Modified Rubric, as per needs of a student</i>  <i>Alternate mode for Presentations (Typed in lieu of presenting to class)</i>  <i>Create a Line Graph that shows how China’s population has grown so quickly. Research the reasons why this has happened and the consequences of it, including China’s creation and repeal of the One Child Birth Law</i></p> <p><u>Benchmark</u>  <i>LinkIt</i>  <i>Unit Test</i>  <i>Essay</i>  <i>Project</i></p>
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Project: Construct the Great Wall of China out of something Edible.

**STAGE 3: Learning Plan (Key Learning Events and Instruction)**

<p><b>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</b></p> <ul style="list-style-type: none"> <li>• <i>Physical and Political Map of China</i></li> <li>• <i>Physical and Political Map of Japan</i></li> <li>• <i>Researching the Spiritual Importance of Mt. Fuji</i></li> <li>• <i>Mapping the Silk Road - - Including distances and important stops</i></li> <li>• <i>Buddhism Webquest</i></li> <li>• <i>Reading Guides from the Text</i></li> <li>• <i>Research China’s growing population - - website activity for a period</i></li> <li>• <i>What is China’s one Birth Policy - - Worksheet</i></li> <li>• <i>Population Density of Japan - - Mapping Activity</i></li> </ul>	<p><b>Integrated Accommodations and Modifications</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• <i>Create a bar graph that shows China’s population for every decade in the 1900’s.</i></li> <li>• <i>Text in native language and audio in english</i></li> <li>• <i>Work in small groups with extra help to interpret discussion</i></li> <li>• <i>Tiered Vocabulary- Concepts in primary language</i></li> </ul> <p><b>Special Education (See IEP for specific modifications to content)</b></p> <ul style="list-style-type: none"> <li>• <i>Go see It: With a member of your family go see a state park</i></li> <li>• <i>Create a Google Slides Presentation on the major religions of the area</i></li> </ul> <p><b>504 (See 504 plan for specific accommodations)</b></p> <ul style="list-style-type: none"> <li>• <i>Go see It: With a member of your family go see a state park</i></li> <li>• <i>Create a bar graph that shows China’s population for every decade in the 1900’s.</i></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <i>Create a Google Slides Presentation on the major religions of the area</i></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <i>Essay response to answer the question: “Who was Siddhartha Gautama?” List 10 important events in his life.</i></li> <li>• <i>Create an edible model of a section of the Great Wall of China</i></li> </ul>
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Interdisciplinary Connections	Technology Integration	21st Century Life and Career	Resources
<ul style="list-style-type: none"> <li>● <i>Many of these concepts are also reinforced in Science class for example: pollution patterns, and how humans affect the resources of earth, settlement patterns, and the creation of Hurricanes.</i></li> <li>● <i>The population graphing assignment is a great example of a skill that is reinforced in Math class.</i></li> <li>● <i>Reading and writing of Current Events Articles - - Summaries</i></li> <li>● <i>Health Connections: How is this area of the world being affected by human population patterns and growth. Does this lead to any health consequences?</i></li> <li>● <i>English: Reading of a historical document in order to gather a first person account of a situation.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Creating a Slides Presentation on the major religions of the area</i></li> <li>● <i>Access Google Classroom to manage assignments and stay updated of assignments</i></li> <li>● <i>Use Google Docs to type certain assignments</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Research and present their religions of this area Slides presentation</i></li> <li>● <i>Using relevant data make predictions about the population patterns of the people within this area of the world.</i></li> <li>● <i>Analyze the real world effects of China's growing population</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>World Geography Textbook</i></li> <li>● <i>World Atlas</i></li> <li>● <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li>● <i>Junior Scholastic Magazine - - Monthly Edition</i></li> <li>● <i>Video Clip: Great Wall of China: How was it Constructed?</i></li> <li>● <i>Kahoot</i></li> </ul>