

COURSE TITLE

Grade 7 World Geography

LENGTH

Full Year

DEPARTMENT

Social Studies

SCHOOL

Union Middle School

DATE

Revision Date: 8/24/2020

Initial BOE Approval Date (Born on): 6/15/2015

World Geography

I. Introduction/Overview/Philosophy

Seventh grade social studies is a geography-based curriculum designed to increase and improve the students' knowledge of the world. It is expected that they will develop a tolerance for those with whom they disagree and an understanding and appreciation of their planet.

In geography, students will investigate the physical and cultural world by employing a variety of methods including maps and computers. They will study public, international, and local issues and appreciate multiple points of view. Additionally, a general study of the significant art, literature, philosophy and architecture of selected cultures will be analyzed, understood, and appreciated. Examples of discrimination and the Holocaust are included. Students will learn how cultural change comes about and how government and politics are intertwined with culture. Additionally, students will study demography and spatial relationships.

Students are expected to perform at their ability level and develop and improve their social studies skills. Critical thinking and interpretation, oral presentations using technology, reading assignments, writing assignments, and research projects are to be done.

All New Jersey Student Learning Standards and Career Standards are included. In compliance with the NJ mandates, Holocaust/Genocide, LGBTQ+ and Amistad lessons are infused into the curriculum using all necessary and appropriate methods and materials.

When the class is concluded, students will have increased their knowledge of today's world and improved their social studies skills.

II. Objectives

Course Outline:

1. Geography Skills
 - a. Maps
 - b. Governments
 - c. Economics
 - d. Physical Geography
2. Latin America
 - a. Map study
 - b. Historical Development of the Region
 - c. Economic Development
 - d. Colonial Past
 - e. Cultural Convergence
3. Middle East
 - a. Map study
 - b. Sectarianism
 - c. Religious and Geographic Tension
 - d. Conflict and Resolution within Various Demographic Group
 - e. History and Geographic Development of the Region

4. China and East Asia
 - a. Map study
 - b. Regional, Political, and Economic Cooperation and Conflict
 - c. Historical Development of the Region
 - d. Developing Geopolitical Importance of the Region
 5. India and South Asia
 - a. Map study and Historical Development of the Region
 - b. Regional, Political, and Economic Cooperation and Conflict
 - c. Colonial Past
 - d. Development Since Independence
 - e. Developing Geopolitical Importance of the Region
 6. Europe
 - a. Map study and Historical Development of the Region
 - b. Industrial Revolution and Development of Europe
 - c. Establishment of Global Preeminence
 - d. Conflict within Europe
 - e. Post World War Development and Restructuring
 7. Africa
 - a. Map study and Historical Development of the Region
 - b. Colonialism in Africa
 - c. Africa Since Independence
 - d. Governments and Stability
 8. Genocide
- Possible topics for the unit include:
- a. Stalinist Purges
 - b. Holocaust
 - c. Cambodian Genocide
 - d. Genocide in Darfur
 - e. Rwandan Genocide
 - f. Bosnian Genocide
 - g. Armenian Genocide

Student Outcomes:

Students will continue to improve upon and develop the social studies skills learned in previous grades. These skills will be with them as they proceed through the Rutherford school system and will help them throughout their adult and career life. Students are expected to work to their best ability levels in the following skill areas as measured using student assessments.

Active Citizenship Skills

- Recognize the causes and effects of prejudice on individuals, groups, and society.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listen open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behaviors by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

Critical Thinking Skills

- Identify main issues
- Evaluate information from various sources
- Recognize bias and emotional factors
- Distinguish between verifiable and unverifiable data
- Draw inferences
- Distinguish between fact and opinion
- Evaluate the strength of an argument
- Develop debating skills
- Draw conclusions
- Develop a creative thinking ability

Map Skills

- Orient a map
- Use a grid system to locate places
- Identify and interpret map symbols
- Locate physical and political features
- Understand scales and projections
- Compare various maps
- Use maps to understand and explain historical and current events

Picture, Chart, Graph, and Table Interpretation Skills

- Interpret pictures, apply information and draw conclusions
- Understand cartoons as a means to express views and interpret the view expressed
- Interpret the information given on graphs, charts, and tables, and draw inferences from the data
- Relate the information from pictures, charts, graphs and tables with that gained from other sources
- Understand and construct time lines

Chronology and Time Skills

- Understand the idea of historical time
- Use timelines
- Understand what makes historical periods different

New Jersey Student Learning Standards**CAREER READY PRACTICES*****CRP1 Act as a responsible and contributing citizen and employee.***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools

8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.

Strand B. Creativity and Innovation

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Strand C. Communication and Collaboration

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Strand D. Digital Citizenship

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.

Strand E. Research and Information Fluency

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.

Strand F. Critical Thinking, Problem Solving, and Decision-Making

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 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand B. Technology and Society

8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand B. Career Preparation:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

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.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.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.f 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.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.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

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.

6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

- 6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- 6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
- 6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
- 6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
- 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
- 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
- 6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
- 6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
- 6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
- 6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

- 6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
- 6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- 6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
- 6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East)
- 6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
- 6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
- 6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.C.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.D.5.b Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
- 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

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

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

III. Proficiency Levels

This course is designed for a heterogeneously grouped grade 7 class.

IV. Methods of Assessment

Student Assessment

- Homework
- Class discussion
- Oral reports
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers and projects
- Tests and quizzes
- Research Simulation Tasks
- Class participation
- Debates
- Cross content writing assignments

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

There is no prerequisite for this course.

VI. Articulation/Scope & Sequence/Time Frame

This is a seventh grade, full-year course. The class follows the social studies program in growth and development in the Rutherford School District.

VII. Resources

Texts/Supplemental Reading/References

- National Geographic
- School Library
- Internet searches
- Junior Scholastic magazine
- Scholastic magazine
- Consulates of various countries studied
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/
- Various texts from other publishers
- Rutherford Public Library
- World Geography: Building a Global Perspective, Baerwald and Fraser, Prentice Hall, 2003
- Primary, secondary and supplemental readings
- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.

VIII. Suggested Activities

- Current Events
- Integrating career studies into social studies topics being studied.
- Supplementary Reading
- Geography project relating the topic studied to the proper geographical context.
- Field trips determined by the teacher
- Class Discussion
- Technology projects; Video-Documentary, iMovie, digital cameras
- Debates
- Note Taking
- Map Activities
- Research Presentations
- Integrating career studies into social studies topics being studied.

IX. Methodologies

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

X. Interdisciplinary Connections

This course requires the use of reading comprehension skills. Students will also be completing written assignments that pertain to the material being presented. They will be asked to tie in literature, art and music when discussing different cultures across the world.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Use of additional sites
- Teacher notes available upon request
- Small group instruction
- Rephrase questions, directions, explanations

- Rephrase or modify reading material
- Provide visual aides
- Provide one to one direction
- Outlines for writing assessment
- Oral and written assignments
- Monitor on task performance
- Modified assessments
- Modification of content
- Guided questioning
- Guided notetaking
- Graphic organizers
- Extended time on tasks
- Clarification of instructions
- Chunking of material
- Check homework planner

Differentiation for Enrichment

- Varied work option
- Use of supplemental sites
- Supplemental material
- Suggested reading or videos
- Student-driven projects
- Real world problems and scenarios
- Provide extension activities
- Multiple levels of questions
- Multi-intelligence options
- Internet research
- Inquiry based instruction
- Independent study
- Higher-order thinking skills
- Exemplars of varying levels
- Elevated Journal prompts
- Critical/Analytical thinking tasks
- Alternate assignments

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Introduction to History and Geography</p> <ul style="list-style-type: none"> • Five Themes • Types of Government • Economic Systems 	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Check homework planner for students • Provide one to one direction • Clarification of instructions • Monitor on task performance • Graphic organizers for notes • Possible site support: https://quizlet.com/15637069/types-of-government-for-matching-game-flash-cards/ <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Multi-intelligence options • Elevated Journal prompts • Supplemental material- https://www.youtube.com/watch?v=vdh9xo47OWM 	<p>6.3.8.D.1 6.3.12.D.2 RH.6-8.1 RH.6-8.2 RH.6-8.7 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.8.B.3-4 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Debate: Which government type works best? Why? • Oral presentations: Market and Command Systems in countries. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Project Based Assessment: Five Themes Vacation Project • Government Types and Economics Test

<p>Latin America</p> <ul style="list-style-type: none"> ● Map study ● Historical development ● Columbus and Colonization ● Independence movements ● Economic development ● Amazon Deforestation 	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Provide completed notes with key ideas outlined ● Teacher modelling or prompting ● Rephrase or modify reading material ● Modify RST- Shorten tasks and allow primary sources to be read aloud. ● Possible site support: https://nj.pbslearningmedia.org/resource/biogam.soc.ush.colsettle/colonial-settlement-interactive-timeline/#.Ww6sEIMvzBI <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Use of Khan Academy or other supplemental sites ● Real world problems and scenarios ● Provide extension activities ● Supplemental Video- https://www.youtube.com/watch?v=f1Im20BAtaQ 	6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.D.4.g 6.2.12.B.1.a 6.2.12.B.1.b 6.2.12.D.1.a 6.2.12.D.1.d 6.2.12.A.3.a 6.2.12.C.3.e 6.2.12.D.3.a 6.3.8.B.1 6.3.8.C.1 6.3.8.D.1 RH.6-8.1 RH.6-8.2 RH.6-8.7 WHST8.1-9 Holocaust CRP1,2,4,5,6 ,7,8,9,10,11, 12 9.2.8.B.3-4 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Homework, Classwork ● Entry/Exit Tickets: Students will discuss wealth and poverty in Latin America ● Socratic seminar on the Amazon Rainforest ● Class discussion: Country Profiles ● Primary and secondary source reading: Columbus RST Part 1 ● Current events discussion- Columbus Statue Removal <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Columbus RST Essay ● Latin America Project- Amazon Deforestation, research and debate in character future of rainforests.
<p>China and East Asia</p> <ul style="list-style-type: none"> ● Map study ● Historical development ● End of Dynastic China ● China and Japan in 	8 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Small group instruction ● Modified assessments- quizzes and/or homework ● Extended time on tasks ● Possible site support: 	6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.D.4.g 6.2.8.A.3.a 6.2.8.D.3.c 6.2.12.B.1.a	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Map Quizzes ● China and Japan Political Cartoon Analysis ● Communism Changes Chinese Society Discussion

<p>1900</p> <ul style="list-style-type: none"> • Communist Revolution • Social Changes Under Communism • Mao's China • Four Modernizations • Tiananmen Square & Modern China • Korean War 		<p>http://www.e-ir.info/2013/11/04/chinese-and-japanese-responses-to-the-west-during-the-19th-century/</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Independent study • Higher-order thinking skills • Supplemental material- https://www.youtube.com/watch?v=7_Nt2bqYTbQ 	<p>6.2.12.C.1.a 6.2.12.A.3.e 6.2.12.C.3.c 6.2.12.C.3.e 6.2.12.D.3.a 6.2.12.D.3.c 6.2.12.A.4.a, 6.2.12.D.4.c 6.2.12.A.5.a 6.2.12.C.5.e RH.8.2 RH.8.6 RH.8.1 WHST8.1-9 CRP1,2,4,5,6, 7,8,9,10,11, 12 9.2.8.B.3-4 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4</p>	<p>and Presentations</p> <ul style="list-style-type: none"> • Cultural Revolution Primary Sources • Tiananmen Square Primary and Secondary Sources • Primary Source of the Day- everyday there is a guided primary source activity <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Chinese Storybook Project- create a character who must visit or go through 3 period in Chinese history. • Korean War RST
<p>India and South Asia</p> <ul style="list-style-type: none"> • Map study • Historical development • British Conquest & Rule • Independence and Partition • Economic Development 	7 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Guided notetaking • provide visual aides • Guided questioning • Possible site support: http://mocomi.com/british-rule-in-india/ <p><i>For Enhancement:</i></p>	<p>6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.D.4.g 6.2.12.B.1.a 6.2.12.B.1.b 6.2.12.C.3.e 6.2.12.D.4.c 6.2.12.A.5.c 6.2.12.B.5.d 6.2.12.D.5.a</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • EDPuzzles homework assignments • Britain Changes Indian Society discussion and Presentations • British Rule pros and cons Debate • Gandhi Video and Speeches Questions

<ul style="list-style-type: none"> Outsourcing India as a Superpower 		<ul style="list-style-type: none"> Student-driven projects Real-world problems and scenarios Suggested reading or videos <p>https://www.youtube.com/watch?v=aJaltUmrGo</p>	<p>6.2.12.D.5.b 6.2.12.D.6.a RH.8.2 RH.8.6 RH.8.1 WHST8.1-9 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.8.B.3-4 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3,4</p>	<ul style="list-style-type: none"> Partition Documentary and Scenario Discussion India and Pakistan Since Partition Research- Test India Since 1950 Evaluation Outsourcing Billboard promoting or going against outsourcing Future of India Debate <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Indian Independence Newspaper Project- informational, pro con and opinion article celebrating Indians independence Partition Test- short and open ended questions
<p>Middle East</p> <ul style="list-style-type: none"> Map study Historical development Fall of Ottoman Empire Religious and Ethnic Conflict Israeli-Palestinian Conflict 	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Teacher notes available upon request Rephrase questions, directions, explanations Modification of content Possible site support: https://www.cfr.org/interactives/crisis-guide-israeli-palestinian-conflict <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Critical/Analytical thinking tasks Internet research Alternate assignments- 	<p>6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.A.4.a 6.2.8.D.4.g 6.2.8.B.4.d 6.2.12.B.1.a 6.2.12.C.3.e 6.2.12.B.4.c 6.2.12.B.5.e 6.2.12.D.5.a 6.2.12.A.6.c 6.3.8.A.2 6.3.8.B.1 6.3.8.D.1 RH.8.2 RH.8.6 RH.8.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Create a New Middle East Map Project (ethnic, religious, land use maps) Discussion on comparing Israeli and Palestinian textbooks on major conflicts Obstacles to Peace Jigsaw Activity Connecting Different Groups to the Solutions <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Socratic Seminar: Israel-Palestine come up with questions, use research to

		https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/622/IsraeliPalestinianConflictWebQuest.pdf	WHST8.1-9 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.8.B.3-4 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3,4	hold seminar <ul style="list-style-type: none"> • Bias in current events quiz
Europe <ul style="list-style-type: none"> • Map study • Europe's Geographical Advantages • Historical development of Europe • World War 1 • Holocaust & WW2 • European Union 	6 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Small group instruction • Chunking of material • Extended time on writing tasks • Modify RST materials and assessment • Possible site support: https://www.ushmm.org/wlc/en/media_nm.php?MediaId=7827&ModuleId=10005143 <i>For Enhancement:</i> <ul style="list-style-type: none"> • Exemplars of varying levels • Varied work option • Inquiry based instruction 	6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.D.4.g 6.2.12.B.1.a 6.2.12.B.1.b 6.2.12.C.3.b 6.2.12.A.4.a 6.2.12.B.4.a 6.2.12.C.4.b 6.2.12.D.4.a 6.2.12.D.4.b 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.f 6.2.12.D.4.g 6.2.12.D.4.h 6.2.12.D.4.i 6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.A.5.d 6.2.12.C.5.f 6.3.8.A.2	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Evaluating WW1 Battles • Soldiers journals project- create narratives about real WWI soldiers <i>Summative Assessment:</i> <ul style="list-style-type: none"> • Causes of WW1 RST • Holocaust Museum Project- students are assigned a topic, given guided questions, create a trifold a plaque and at least 5 artifacts- school wide initiative with gallery walk, guest speakers. Etc. in conjunction with ELA

			Holocaust RH.8.2 RH.8.6 RH.8.1 WHST8.1-9 CRP1,2,4,5,6 ,7,8,9,10,11, 12 9.2.8.B.3-4 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3,4	
Africa <ul style="list-style-type: none"> • Map study and Historical Development of the Region • European Imperialism • Independence Movements • Democracy and Dictatorships • South Africa Apartheid 	5 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Graphic organizer • Oral and written assignments • Outlines for writing assessment • Modify RST materials and assessment <i>For Enhancement:</i> <ul style="list-style-type: none"> • Multi-intelligence options • Multiple levels of questions • Additional primary source readings- http://www.historywiz.com/african-imperialism.htm	6.2.8.A.4.a 6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.D.4.g 6.2.8.B.4.c 6.2.12.B.1.a 6.2.12.B.1.b 6.2.12.D.1.b 6.2.12.C.3.b 6.2.12.C.3.e 6.2.12.D.3.d 6.2.12.D.3.e 6.2.12.A.5.c 6.2.12.D.5.a 6.2.12.D.5.b RH.8.2 RH.8.6 RH.8.1	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Socratic Seminar: Apartheid <i>Summative Assessment:</i> <ul style="list-style-type: none"> • Imperialism RST • Inaugural Address Project

			WHST8.1-9 Amistad CRP1,2,4,5,6 ,7,8,9,10,11, 12 9.2.8.B.3-4 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 9.2.8.B.3,4	
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