

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*William Allen Middle School
Social Studies*

**Cultural Geography
Grade 7**

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Course Description and Fundamental Concepts

Students will develop a global perspective through the study of political, social, and thematic study of the regions of the world. Through exposure to the cultures of other peoples, students will gain an understanding of the variety, vastness, and vitality of the human condition. Ideally, this understanding will generate greater curiosity and enthusiasm for working, alone or together, toward a solution to the world's problems.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> • 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> • 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
Cultural patterns and economic decisions influence environments and the daily lives of people.	<ul style="list-style-type: none"> • 6.2.8.GeoHE.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.
The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.	<ul style="list-style-type: none"> • 6.2.8.GeoPP.4.a: 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.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

Core Idea	Performance Expectations
	<ul style="list-style-type: none"> • 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<ul style="list-style-type: none"> • 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. • 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
<p>The environmental characteristics of places and the production of goods influence the spatial patterns of world trade.</p>	<ul style="list-style-type: none"> • 6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
<p>Economic interdependence is impacted by increased specialization and trade.</p>	<ul style="list-style-type: none"> • 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
<p>The production and consumption of goods and services influence economic growth, well-being and quality of life.</p>	<ul style="list-style-type: none"> • 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
<p>Historical events may have single, multiple, and direct and indirect causes and effects.</p>	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. • 6.2.8.HistoryCC.4.b: 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).
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe. • 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. • 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. • 6.2.8.HistoryCC.4.f: 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.HistoryCC.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.

6.3 Active Citizenship in the 21st Century

Civics, Government, and Human Rights: Civic and Political Institutions

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why the government is necessary, and the purposes the government should serve.
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<ul style="list-style-type: none">• 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.• 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).• 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<ul style="list-style-type: none">• 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.• 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.• 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).• 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.• 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.• 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.• 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> • 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> • 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). • 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	<ul style="list-style-type: none"> • 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> • 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	<ul style="list-style-type: none"> • 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Credit and Debt Management

Core Ideas	Performance Expectations
There are strategies to increase your savings and limit debt.	<ul style="list-style-type: none"> • 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. • 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.	<ul style="list-style-type: none"> • 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs. • 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

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Credit Profile

Core Ideas	Performance Expectations
There are strategies to build and maintain a good credit history.	<ul style="list-style-type: none"> • 9.1.8.CP.1: Compare prices for the same goods or services. • 9.1.8.CP.2: Analyze how spending habits affect one's ability to save. • 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores. • 9.1.8.CP.4: Summarize borrower's credit report rights.
Credit history affects personal finances.	<ul style="list-style-type: none"> • 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

Economic and Government Influences

Core Ideas	Performance Expectations
Taxes affect one's personal finances.	<ul style="list-style-type: none"> • 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income

	<ul style="list-style-type: none"> • 9.1.8.EG.2: Explain why various sources of income are taxed differently.
There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> • 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. • 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. • 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. • 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. • 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. • 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
There are procedures required to take advantage of consumer protection laws and assistance programs.	<ul style="list-style-type: none"> • 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

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Financial Institutions

Core Ideas	Performance Expectations
There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs.	<ul style="list-style-type: none"> • 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers. • 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking). • 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

- 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

Financial Psychology

Core Ideas	Performance Expectations
<p>An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.</p>	<ul style="list-style-type: none"> • 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. • 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. • 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.). <ul style="list-style-type: none"> • 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions. • 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.
<p>Marketing techniques are designed to encourage individuals to purchase items they may not need or want.</p>	<ul style="list-style-type: none"> • 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. • 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

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Planning and Budgeting

Core Ideas	Performance Expectations
<p>A budget aligned with an individual's financial goals can help prepare for life events.</p>	<ul style="list-style-type: none"> • 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process. • 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. • 9.1.8.PB.3: Explain how to create budget that aligns with financial goals.

	<ul style="list-style-type: none"> • 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
Goals (e.g., higher education, autos, and homes, retirement), affect your finances.	<ul style="list-style-type: none"> • 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences. • 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
There are strategies to decrease and manage expenses.	9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Risk Management and Insurance

Core Ideas	Performance Expectations
Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.	<ul style="list-style-type: none"> • 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed. • 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss. • 9.1.8.RM.3: Evaluate the need for different types of warranties.
Insurance can protect your personal finances.	9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

English Companion Standards

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
Units 1,2,3,4,5,6,7	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

Units 1,2,3,4,5,6,7	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.
Units 1,2,3,4,5,6,7	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).
Units 1,2,3,4,5,6,7	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.
Units 1,2,3,4,5,6,7	RH.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
Units 1,2,3,4,5,6,7	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).
Units 1,2,3,4,5,6,7	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Units 1,2,3,4,5,6,7	RH.6-8.8.	Distinguish among fact, opinion, and reasoned judgment in a text.
Units 1,2,3,4,5,6,7	RH.6-8.9.	Analyze the relationship between a primary and secondary source on the same topic.
Units 1,2,3,4,5,6,7	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

<p>Units 2,3,4,5,6,7</p>	<p>WHST.6-8.1</p> <p>.</p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> 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.
<p>Units 1,2,3,4,5,6,7</p>	<p>WHST.6-8.2</p> <p>.</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> 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.
<p>Units 1,2,3,4,5,6,7</p>	<p>WHST.6-8.4</p> <p>.</p>	<p>Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>

Units 1,2,3,4,5,6,7	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.
Units 1,2,3,4,5,6,7	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.
Units 2,3,4,5,6,7	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.
Units 2,3,4,5,6,7	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.
Units 2,3,4,5,6,7	WHST.6-8.9 ·	Draw evidence from informational texts to support analysis, reflection, and research.
Units 1,2,3,4,5,6,7	WHST.6-8.1 0	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.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 8

Unit Addressed	Core Idea	Standard / Description
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Unit 6	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>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.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<p>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.</p>
	Early planning can provide more options to pay for postsecondary training and employment.	<p>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</p> <p>9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p>
	There are a variety of resources available to help navigate the career planning process.	<p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>

	Employee benefits can influence your employment choices.	<p>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</p>
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
	There are resources to help an individual create a business plan to start or expand a business.	<p>9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.</p>

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
Unit 5	<p>Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <p>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</p>

		<p>9.4.8.CI.3: <i>Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i></p> <p>9.4.8.CI.4: <i>Explore the role of creativity and innovation in career pathways and industries</i></p>
Unit 5	<p>Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.</p>	<p>9.4.8.CT.1: <i>Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</i></p> <p>9.4.8.CT.2: <i>Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</i></p>
Unit 2,3,4,5	<p>Critical Thinking and Problem-solving: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>	<p>9.4.8.CT.3: <i>Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i></p>
Units 1, 2, 3, 4, 5, 6, 7	<p>Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.</p>	<p>9.4.8.DC.1: <i>Analyze the resource citations in online materials for proper use.</i></p> <p>9.4.8.DC.2: <i>Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i></p>
	<p>Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.</p>	<p>9.4.8.DC.3: <i>Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i></p>
	<p>Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p>	<p>9.4.8.DC.4: <i>Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i></p> <p>9.4.8.DC.5: <i>Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i></p> <p>9.4.8.DC.6: <i>Analyze online information to distinguish whether it is helpful or harmful to reputation.</i></p>

Units 2,3,4,5	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>
Unit 5	Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.	<i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i>
Units 1,2,3,4,5,6,7	Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i> <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>
Units 3,4,6	Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	<i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i> <i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i>
Units 1,2,3,4,5,7	Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	<i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i> <i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i> <i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i>
Units 3,4	Information and Media Literacy: The mode of information can convey a message to consumers or an audience.	<i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i>

<p>Units 1,2,3,4,5,6,7</p>	<p>Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p><i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p><i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>
<p>Unit 3, 4</p>	<p>Information and Media Literacy: There are ethical and unethical uses of information and media.</p>	<p><i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p><i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p><i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i></p>
<p>Units 1,2,3,4,5,7</p>	<p>Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p><i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i></p> <p><i>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i></p> <p><i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i></p> <p><i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i></p>
<p>Units 2,3,4,5,7</p>	<p>Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p><i>9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</i></p> <p><i>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</i></p> <p><i>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</i></p> <p><i>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</i></p>

Units 2,3,4,5,7	Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.5: <i>Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</i> 9.4.8.TL.6: <i>Collaborate to develop and publish work that provides perspectives on a real-world problem.</i>
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Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
Units 1,2,3,4,5,6,7	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
Units 1,2,3,4,5,6,7	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
Units 1,2,3,4,5,7	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
Units 3,4,6	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
3, 6	<p>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
4	<p>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
6	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards</p>
1, 2, 3, 4, 5, 6, 7	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>

2	<p>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12)</p> <p>A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.</p>
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Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Cultural Geography	September (~19 days)
Unit 1: Cultural Geography → Unit 2: Asia	October (~19 days)
Unit 2: Asia	November (~16 days)
Unit 3: Africa	December (~15 days)
Unit 3: Africa → Unit 4: Europe	January (~18 days)
Unit 4: Europe	February (~18 days)
Unit 5: South America	March (~15-20 days)
Unit 6: North America	April (~15-20 days)
Unit 6: North America → Unit 7: Financial Literacy & Globalization	May (~18 days)
Unit 7: Financial Literacy & Globalization	June (~15 days)

Units Scope and Sequence

Unit 1: Cultural Geography

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

6.2.8.GeoHE.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.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.2.8.GeoHE.4.c: 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.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What is Cultural Geography?
- Why is it important to analyze culture without bias?
- 'Culture' cannot be defined by one characteristic—but rather a collection of traits.
- How have 20th and 21st century developments contributed to population growth?
- How does geography impact population distribution?
- Why and how do consumption patterns differ in developed and developing countries?
- How can consumption patterns be viewed as a determining factor when identifying countries as developed or developing?
- The world is constantly in a state of growth and change.

Learning Objectives

Students will be able to...

- Define the terms “geography” and “culture”
- Identify the 8 Traits of Culture.
- Apply the 8 Traits of Culture to their own life.
- Explain why it is important to analyze culture without bias.
- Compare and contrast their concept of a “typical” human-being with that of an actual typical person in the world.
- Understand the causes and effects of population growth around the world.
- Discuss the impacts of overpopulation in different places worldwide.
- Define the terms “gross domestic product” “gross domestic product per capita” “consumption” “developed” and “developing”
- Analyze consumption patterns of developed versus developing countries
- Analyze criteria that impact whether a country is categorized as developed or developing.

- Understand how geography has impacted humans via transportation, exploration, settlement patterns, conflict among humans, human-environment interaction, etc
- Orally present to the class.
- Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance
- Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole
- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Unit 2: Asia

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.GeoPP.3.a: Use geographic models to describe how 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.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

6.2.8.HistoryUP.3.c: 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.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.GeoHE.4.c: 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.CivicsPI.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.GeoPP.4.a: 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.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.EconGE.4.a: 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.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.HistoryCC.4.b: 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.HistoryCC.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.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How have major historical events helped shape modern-day Asia?
- What are the roots of conflict in the Middle East and why has it lasted for as long as it has?
- How has technology impacted revolutions in the Middle East?
- How might having a valuable natural resource affect a region?
- How do governments impact the freedoms and lifestyles of citizens in different countries?
- How does population density affect the way people live?
- How does language affect one's culture?
- What are the world's major languages and why are others going extinct?

Learning Objectives

Students will be able to...

- Investigate the major historical events that have helped shape modern-day Asia
- Identify and label physical and human characteristics in Asia.
- Define and give examples of renewable and nonrenewable resources.
- Explain how resources such as oil can both improve lives and be a great source of conflict.
- Explain how language is a major element of one's culture.
- Explain why languages are becoming extinct.
- Describe the impact that different governments have had on the lives of their citizens.
- Discuss how the actions of one person are able to inspire an entire population.

- Summarize and analyze the on-going conflict in a country in the Middle East.
- Work collaboratively to research and create a multimedia presentation.
- Orally present to the class.
- Understand the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance
- Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole
- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Unit 3: Africa

Learning Goals: What do I want my students to learn?

Standards

[NJSLs -](#)

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.GeoHE.4.c: 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.HistoryCC.4.b: 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.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.HistoryCC.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.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How have major historical events helped shape modern-day Africa?
- How has the exploitation of natural resources contributed to political and environmental challenges in Africa?
- How has the desire for democracy led to political upheaval in Africa?
- How have new forms of technology led to revolutions in Africa?
- How has water shortage impacted life in Africa?
- How does lack of medical resources impact the population of Africa?
- How and why do individuals and countries get involved with philanthropic and charitable organizations?

Learning Objectives

Students will be able to...

- Investigate the major historical events that have helped shape modern-day Africa
- Label and identify physical and human characteristics in Africa.

- Explain the causes, effects, and possible solutions to major problems such as hunger and disease.
- Explore Africa's history and explain how its colonial legacy impacts the continent.
- Define apartheid and explain Nelson Mandela's role in its end.
- Compare and contrast apartheid in South Africa with discrimination in the United States.
- Describe the impact water shortage has on developing countries in the world.
- Understand how the desire for minerals leads to the exploitation of many different environments throughout Africa.
- Explain how new forms of technology led to revolutions in Africa.
- Analyze political cartoons.
- Explore different existing philanthropic and charitable organizations that focus their attention/money on Africa
- Research where funds go when they are donated to a charity.
- Debate and discuss the civic financial responsibilities of individuals, businesses, and governments
- Create a persuasive and fact-based proposal for a celebrity-sponsored philanthropic endeavor or charity
- Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance
- Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole
- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Identify and analyze applicable theories concerning human nature and behavior
- Know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society
- Know and understand citizenship and disenfranchisement
- Understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population
- Understand the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all

Unit 4: Europe

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

6.2.8.GeoPP.3.a: Use geographic models to describe how 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.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryUP.3.c: 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.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.GeoHE.4.c: 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.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order

6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.4.b: 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.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4.f: 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.HistoryCC.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.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

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Fundamental Concepts / Big Ideas

- How have major historical events helped shape modern-day Europe?
- What is propaganda?
- What are the impacts of propaganda in history and in the present?
- What is the Holocaust?
- What is genocide?
- What can we learn from the past to help us prevent or avoid the persecution of different people around the world?
- How does geography impact warfare?
- Why were the EU and UN created and how do their goals mirror each other?
- What did the Berlin Wall symbolize and how did it impact the lives of Germans?
- How do the 8 traits of culture impact tourism and cultural festivals?
- What is forced eviction? How has it impacted groups around the world?

Learning Objectives

Students will be able to...

- Investigate the major historical events that have helped shape modern-day Europe
- Identify and label physical and human characteristics of Europe.
- Analyze propaganda and predict how citizens reacted to specific examples of propaganda.
- Explain how Hitler and the Nazis used propaganda to influence the German population during the 1930s and 1940s.
- Define the term persecution, and look at how not only Jews, but homosexuals, handicapped, Roma, etc. were also persecuted.
- Explain why certain geographic features help or harm countries during warfare.
- Understand some of the cultural and societal impacts of the Holocaust.
- Explain why the United Nations was created and its goals.
- Discuss lessons that can be learned from genocides of the past and apply them today.
- Identify the role of the "bystander" in cases of genocide and relate to the responsibilities of today's global citizen.
- Define and describe the basic differences between communism and capitalism.
- Identify the cultural, political, economic, and social effects of the Berlin Wall.
- Explain the positives and negatives of an alliance like the EU.
- Explain the positives and negatives of a shared currency like the Euro.
- Define forced evicted and describe its impact on the Roma and other groups throughout history.
- Connect aspects of the 8 traits of culture to tourism and cultural festivals today.

- Work collaboratively to research aspects of the eight traits of culture in European countries and create a digital scrapbook.
- Identify and analyze applicable theories concerning human nature and behavior
- Understand that genocide is a consequence of prejudice and discrimination
- Understand that issues of moral dilemma and conscience have a profound impact on life
- Emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
- Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance
- Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole
- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Unit 5: South America

Learning Goals: What do I want my students to learn?

Standards

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6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.GeoHE.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.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.2.8.GeoHE.4.c: 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.HistoryCC.4.b: 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.HistoryCC.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.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

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Fundamental Concepts / Big Ideas

- How have major historical events shaped modern-day South America?
- How can the resources of the rainforest be used and preserved?
- What does wealth disparity look like locally, nationally, and internationally? Why does this exist?
- How does the issue of sustainability impact people, countries, and regions?

Learning Objectives

Students will be able to...

- Identify physical and human characteristics of South America.
- Investigate the major historical events that have helped shape modern-day South America
- Work collaboratively with one another to demonstrate their knowledge about various stakeholders in the Amazon Rainforest.
- Explain what the Brazilian government wants to do in terms of the favelas and the rainforest.
- Evaluate whether you agree or disagree with the decisions of the Brazilian government, in regard to the favelas.

- Compare and contrast what wealth disparity looks like in South America and locally, while analyzing its existence.
- Explain how the issue of sustainability impacts regions in South America and the world.
- Understand the importance of water usage in their daily lives and predict some challenges surrounding water shortages, both actual and potential.
- Understand the impact of climate change on delicate ecosystems, like the Galapagos Islands
- Predict what will happen to our globe if sustainability is not practiced.
- Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance
- Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole
- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Unit 6: North America

Learning Goals: What do I want my students to learn?

Standards

[NJSLs -](#)

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

6.2.8.GeoHE.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.GeoHE.4.c: 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.HistoryCC.4.b: 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.HistoryCC.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

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

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Fundamental Concepts / Big Ideas

- How have major historical events helped shape modern-day North America?
- How does where you live influence how you live?
- How do American consumption patterns affect people and the planet?
- Why and how do consumption patterns differ in developed and developing countries?

- How can consumption patterns be viewed as a determining factor when identifying countries as developed or developing?
- Why do we (individuals, Americans, different cultures) have the spending habits that we do?
- How does migration affect the lives of people and the character of places?
- What contributions have African Americans made to all areas of American society throughout its history?

Learning Objectives

Students will be able to...

- Investigate the major historical events that have helped shape modern-day North America
- Identify physical and human characteristics of North America.
- Explain consumption patterns around the world and identify the role of other countries in relation to US consumerism.
- Describe and evaluate the impact of personal values, emotions, and familial/cultural background on responses to different financial decisions and scenarios.
- Explain how self-regulation and planning contribute to present and future financial well-being.
- Compare and contrast global marketing to identify goals, techniques, deceptions, and results
- Apply their knowledge of different political, environmental, economic, and social factors to discuss what drives emigration and draws immigration.
- Describe the cultural and economic impacts immigration has on countries, specifically the United States.
- Understand the history of immigration in the United States.
- Identify the differences between legal and illegal immigrants and the steps people take to come to and stay in the United States.
- Analyze political cartoons.
- Summarize the main idea of a reading passage.
- Explore social issues in Canada and highlight young activists working towards change
- Investigate standard of living in Costa Rica and contrast and compare quality of life in Costa Rica to surrounding Latin American countries
- Identify economic issues in Cuba and analyze the United States' relationship to the country
- Understand the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
- Orally present to the class.
- Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance
- Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole
- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Understand the accomplishments by African Americans in the building and development of America
- Know and understand the nation's heritage of slavery and freedom
- Know and understand the impact of African diasporic cultures and institutions on the Americas
- Know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period

Unit 7: Financial Literacy & Globalization

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.*
- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.*
- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.*
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.*
- 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.*
- 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.*
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.*
- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.*

Personal Financial Literacy -

- 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.*
- 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.*
- 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.*
- 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).*
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.*
- 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.*
- 9.1.8.CP.4: Summarize borrower's credit report rights.*
- 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.*
- 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.*
- 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile*

banking).

9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

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Fundamental Concepts / Big Ideas

- What is globalization?
- How does globalization affect people and places?
- What are the most pressing issues facing our world today?
- As global citizens, what are our responsibilities?
- What are the differences between credit and debit?
- What are the purposes and functions of credit scores and credit reports?
- What are different types of loans and how are they acquired and managed?

Learning Objectives

Students will be able to...

- Identify countries around the world.
- Define globalization.
- Identify the pros and cons of globalization.
- Research and defend a position on globalization.
- Create a multimedia presentation and orally present to the class.
- Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance
- Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole
- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
- Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
- Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).
- Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
- Summarize borrower's credit report rights.
- Analyze how spending habits affect one's ability to save.
- Compare the financial products and services available to borrowers relative to their credit worthiness.
- Identify the factors to consider when selecting various financial service providers.

- Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
- Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.
- Analyze the interest rates and fees associated with financial products.

Please contact the Content Supervisor for any questions.