

Verona Public School District Curriculum Overview

Grade Seven- Social Studies (Global Studies)



Curriculum Committee Members:
Peter Foster

Supervisor:
Dr. Sumit Bangia

Curriculum Developed:
Winter 2012
August 2015
July 2016
June 2018

Board Approval Date:
April 10, 2012
April 12, 2016
August 30, 2016
July 31, 2018

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The seventh grade social studies curriculum surveys the geography, culture, history, economies, and government of the various major regions of the world; Europe, the Americas, Asia, Sub-Saharan Africa, the Middle East, Australia and Oceania. Current events are integrated throughout each unit of study. Students are required to continually make connections between their lives and the lives of those living in each region being studied. A strong emphasis is placed on integrating literacy skills through the analysis of primary/secondary resources and the writing of document based questions (DBQs).

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) X B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● <u>The World and Its People</u> (Copyright: 2005) McGraw-Hill Companies 	<ul style="list-style-type: none"> ● <u>TIME Perspectives</u> TIME School Publishing in collaboration with Glencoe/McGraw-Hill Copyright: 2005 ● Rand McNally Atlas of World Geography (Copyright 2009) ● <u>The World and Its People: Teaching Strategies for World Geography and Cultures Classroom</u> (Copyright: 2006) McGraw-Hill Companies ● <u>Junior Scholastic</u> Magazines ● <u>Newsela</u> website

Unit Title / Topic: *Gaining a global perspective*

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for

Social Studies:

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.

6.2.12.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.

Literacy:

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.

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.

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

WHST.6-8.8 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.

Transfer Goal:

Students will be able to independently use their learning to...

Students will be able to independently acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Students will be able to independently use the tools of professional geographers to make decisions about data. Students will apply their expertise to a unique and real situation within their ever-changing world.

Meaning

Students will understand that:

Students will understand that:

- Maps are still essential tools with multiple applications for learning about the world around us.
- The world has radically changed within the last century to enormous political, cultural, environmental, and social changes.
- There are enormous tools available to access information and evidence, which include but not limited to maps, graphs, charts, and diagrams.
- Culture is made up of the languages, religions, customs and traditions that give a people a common identity.
- Current world events are greatly affected by the history of our worlds regions.
- Governments try to meet the needs of their people in various ways.
- Items can be created, bought, and sold throughout the world, with effects on the people of multiple regions.

Essential Questions:

- How are people of all nations connected in a global economy?
- Why is it important to have a global perspective?
- Are maps still useful tools?
- How has the world changed in the past century?
- What kind of questions can we learn from history?
- What are the effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to gain global perspective?
- How do governments interpret their obligations to their people?
- How do we define culture?

Acquisition of Knowledge & Skills

Students will know:

The study of Social Studies examines how people around the world interact with each other and the environment.

That societies can be examined through various themes, or lenses including Geography, Government, Economics, and Culture.

All maps have *distortion*, and that multiple map *projections* have been created to represent the spherical earth on a flat map.

Maps have various *purposes*, that allow us to gain different types of information, such as *physical*, *political*, and various *specialty* maps.

- landforms
- measure distances
- bodies of water
- locations of continents
- geographic information systems
- impact of people on the environment
- latitude/longitude
- absolute location
- Graphs, Charts, Diagrams (GIS)

The world is interconnected *economically* through trade.

- Scarcity
- Supply and demand
- Global economy
- Trade agreements

Various *government* types exist throughout the world, each with different levels of control, and each meeting the needs of society in different ways.

Students will be able to:

- Define each theme (geography, government, economics, and culture)
- Identify aspects and examples of each theme (geography, government, economics, and culture)
- Discuss each theme's importance. (geography, government, economics, and culture)
- Identify the 2 important aspects of geography, give examples for each
- Identify the reasons for government, and at least 2 specific styles of government
- Identify the terms: Scarcity, Supply and Demand, Opportunity Cost
- Identify key aspects of culture.
- Accurately apply their understanding of each theme to an actual community.
- Compare and contrast each theme against other communities.
- Make connections between their own community versus Successfully measure distance, locates places, and describe locations using a map.
- Extract and interpret data from charts, graphs, and diagrams.
- Use the tools of geographers to make decisions about current issues.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Identify aspects of a text that reveal an author's point of view or purpose
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary and secondary source on the same topic.

Societies around the world have developed distinct *cultures*, including various aspects such as:

- Traditions
- Sports
- Music
- Foods
- Beliefs

Stage 2: Acceptable Evidence

Transfer Task

Given a selected reading, students will identify component parts for each of the 4 themes of focus for the Social Studies course.

Stage 3: Activities

- “ Defining Social Studies” activity - Social Studies
- “ How large is Greenland” activity - Geography
- “ Stranded on and Island” activity - Government
- “ Pencil case auction” activity - Economics
- “ Defining America” activity - - Culture

Stage 1: Desired Results

Established Goals:

Social Studies:

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.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues

6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

Literacy:

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.

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.

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.

Transfer Goal:

Students will be able to independently use their knowledge to independently assess the health and wealth of nations in Europe, which in turn will help to develop their statistical analysis skills.

Meaning

Students will understand that:

Students will understand that:

- Nations of the world value cooperation towards mutual success.
- “Quality of life” is a product of many factors including economic, health, and social issues.
- A nation’s “health” and “wealth” are a combination of statistics and the overall perception.

Essential Questions:

- What was the basis for forming the European Union?
- What is “quality of life”?
- Is the government responsible for the quality of life of its citizens?
- How do we determine whether a nation is “healthy” or “wealthy?”

Acquisition of Knowledge & Skills

Students will know:

Geography:

Europe is a continent of *peninsulas*, with varied climate zones effected by multiple factors.

Europe is densely populated.

Government:

European governments take many forms, including *Parliamentary Democracy* and *Republic*.

Conflict in World Wars in the first half of the 20th century have led to the development of modern Europe.

Many European governments cooperate through the *EU* and *NATO*, in some ways blurring the lines of *sovereignty* and *autonomy* for nations.

- Communism
- Holocaust
- Genocide
- Cold War
- Nuclear weapons
- Deterrence
- Satellite nations
- Blockaded
- Airlift

Economics:

Multiple factors can be used to determine the “Quality of Life” of a nation.

Europeans as a whole enjoy a higher standard of living based on analysis of Human Development Index (HDI), as well as other factors.

- Quality of Life stats:
 - GDP
 - HDI
 - Life Expectancy
 - Literacy Rate
 - Euro
 - European Union
 - Free market economy

Students will be able to:

- Describe the physical geography of Europe and the factors that shape Europe’s climate.
- Explain the effects of the Cold War on eastern and western Europe
- Analyze the efforts of the European Union
- Compare and contrast parliamentary democracy and republic styles of government.
- Compare and Contrast the quality of life in European nations using common stats
- Identify “Western Civilization” and describe examples of western cultural achievement.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Identify aspects of a text that reveal an author’s point of view or purpose
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary and secondary source on the same topic.

Culture:

“Western Civilization”, or “the West” refers to the shared culture and achievements of European nations and the nations they have influenced. Ex. U.S.A., Australia.

The “classics” of western civilization include achievements in arts, literacy, music, philosophy, etc.

Stage 2: Acceptable Evidence

Transfer Task

DBQ How have European Nations Cooperated since World war II?

Stage 3: Activities

Various close readings from *NEWSELA* articles used throughout each theme where appropriate.
DBQ- How have European Nations Cooperated since World war II? - connects to multiple themes.
“Worldmapper” website analysis.

Geography

Rand McNally Atlas of World Geography activities - Europe
Google Slides research and presentation - European Landmarks

Government

Focus on “Parliamentary Democracy”, and Republic styles of government.
European Union Study
Listening Activity – Cold War Music (99 Luftballons) (I hope the Russians love their Children too)(Winds of Change)

Economics

Quality of life stats research
European Quality of Life “March Madness”

Culture

Definition of “Western Civilization” focus on cultural achievement in music, arts, philosophy.
Virtual tour of the Louvre.

Unit Title / Topic: *Latin America*

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

Social Studies:

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

Literacy:

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.

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.

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.6-8.8 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.

Transfer Goal:

Students will be able to independently use their learning to analyze the role of social class in the Independence movements of Latin American nations.

Meaning

Students will understand that:

Students will understand that:

- Geography can determine the economic opportunities for regions of the world
- Regions can be defined by cultural, as well as geographic characteristics
- The production, movement, and consumption of items in the Global Economy had financial, ecological, and humanitarian effects.

Essential Questions:

- How can people of different nations, or even continents, be connected to one another?
- How does the geography of Latin America relate to its economic success?
- What causes people to move?
- What is any one nation's responsibility to the rest of the world?
- Who gets to determine a people's fate?

Acquisition of Knowledge & Skills

Students will know:

Geography:

The Caribbean is composed of 3 *archipelagos*: Greater Antilles, Lesser Antilles, and the Bahamas; and that these are comprised of various island types.

Central America is an *isthmus*, connecting North and South America.

South America has distinct regions including grasslands, high plains, and the Amazon Basin.

- Llanos
- pampas
- Altiplano
- Selvas
- Canopy
- Cordillera
- landlocked

Government:

Latin American nations have a similar history to the U.S in terms of Native people, colonization, revolution, and independence.

Puerto Rico and other Caribbean Islands are controlled by the United States.

Cuba has remained a *Communist* nation, with a continued tense relationship with the U.S.

Various push / pull factors are driving immigration from many Latin American nations to the United States.

- Commonwealth

Economics:

The Panama Canal continues to play a vital role in the global economy.

Venezuela has a *Socialist* economy.

Latin America provides resources, agriculture, and manufacturing to the Global Economy.

Poverty has a powerful impact on the quality of life of many in Latin America.

- Cooperatives
- Embargo
- Free trade zones
- Ecotourists

Students will be able to:

- Define and identify “Latin America” as a culture region
- Identify various island groups and geographic regions of Latin America.
- Analyze the Push / Pull factors leading to Latin American immigration in the United States.
- Compare and contrast communist / socialist, and free market economies.
- Analyze the impact of poverty on families
- Describe aspects of Latin American culture including language, religion, music, and sports.
- Evaluate the role of Mestizos in the Latin American Independence movements.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Identify aspects of a text that reveal an author’s point of view or purpose
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary and secondary source on the same topic.

- Cash crops
- Poverty
- Favelas
- Deforestation
- Subsistence farming

Culture:

Latin America is a cultural region defined by common language, history, and traditions.

Native people continue to add to the culture of many Latin American Nations.

- Mestizo
- Quechua

Stage 2: Acceptable Evidence

Transfer Task

DBQ: Latin American Independence: Why did the Mestizo’s lead the fight?

Stage 3: Activities

Various close readings from *NEWSELA* articles used throughout each theme where appropriate.
 DBQ- Latin American Independence: Why did the Mestizo’s lead the fight? connects to multiple themes.
 “Worldmapper” website analysis.

Geography

Rand McNally Atlas of World Geography activities - Latin America
 Google Slides research and presentation - Latin American Landmarks

Government

Research and debate on the options for Puerto Rico: Status Quo, Statehood, Independence
 Push / Pull activity for someone’s family moving to / away from Verona.

Economics

Readings and analysis of Panama Canal
 Time lapse video of Panama Canal transit.

Discussion of Communist v Socialist styles (Cuba v Venezuela)

Culture

Brainstorm activity for the "Latin America" label.

Influence of Christianity in Latin America.

Unit Title / Topic: *Middle East / North Africa*

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

Social Studies:

- 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.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.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Literacy:

- 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.
- 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.
- 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.

Transfer Goal:

Students will be able to independently use their learning to...

articulate an argument that expresses the global importance of a stable Middle East based on their understanding of the rich and varied nature of history, culture, religion and economy in the Middle East.

Meaning

Students will understand that:

- Historical factors contribute to the creation of current conflicts.
- Multiple points of view explain the ideas and actions of individuals and groups in this region.

Essential Questions:

- Is there potential for tolerance to be built within the nations and people of this region?
- Why is the stability of places like Iraq, Afghanistan, and Israel important for the rest of the world, especially the U.S.?
- How do Americans define the Middle East?

Acquisition of Knowledge & Skills

Students will know:

Geography

Desert nations (and all nation) use *aquifers* for irrigation and drinking water. Drought in vulnerable areas has had a great impact on political changes. The Middle East / North Africa has a varied landscapes and is decidedly NOT just desert.

- Reg
- Erg
- Oasis

Government

Middle Eastern governments take many forms, including *Monarchy* and *Theocracy*. Conflict in the Middle East / North Africa has led to a *refugee* crisis for Europe.

Economics

Due to its location, and its vast amounts of oil, the Middle East / North Africa plays a key role in the global economy. Middle Eastern, and other oil producing nations have created OPEC, which controls much of the world's oil reserve. Like the Panama Canal, the Suez Canal is of great importance to the global economy.

Culture

The Middle East is the homeland for 3 major world religions. Like Latin America, the Middle East / North Africa is a cultural region often defined by religion.

- Monotheism
- Prophet
- 5 Pillars
- Quran
- Mosque

Students will be able to:

- Define the “Middle East” as a region
- Analyze the religious importance of the region for 3 major world religions
- Identify areas of the Middle East that are desert
- Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Identify aspects of a text that reveal an author's point of view or purpose
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary and secondary source on the same topic.

Stage 2: Acceptable Evidence

Transfer Task

Using multiple reference sources, student will explain why a stable Middle East is better for the United States.

Stage 3: Activities

Various close readings from *NEWSELA* articles used throughout each theme where appropriate.
“Worldmapper” website analysis.

Geography

Rand McNally Atlas of World Geography activities - Middle East / North Africa
Google Slides research and presentation - Middle East / North Africa Landmarks

Government

Class discussion on suitable reasons for nations to go to war
Review of causes and effects of U.S. wars in Iraq and Afghanistan.
Specific presentations for Monarchy and Theocracy.

Economics

Analysis of various data regarding worldwide oil production.
Class activity on the uses of petroleum in students every day lives.

Culture

Video tour of the holy places of Jerusalem.
Review of Jr. Scholastic articles regarding women’s rights in the Middle East / North Africa.
Close reading of selections of “I am Malala”

Unit Title / Topic: *Sub - Saharan Africa*

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

Social Studies:

6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

Literacy:

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.

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.

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.

Transfer Goal:

Students will be able to independently ...

use their knowledge of the causes and effects of Western involvement in Africa so that they may, on their own, relate it to the current state of Africa as a whole and determine what changes will have the largest impact in Africa going forward.

Meaning

Students will understand that:

Students will understand that:

- Africa has multiple religions, governments, and cultures.
- Imperialism has taken resources, artifacts, and people from Africa for hundreds of years.
- Improvements in healthcare, education, and technology can have profound effects on people's lives and a nation's future.

Essential Questions:

- Who is considered an African?
- What are the current effects of Imperialism in Africa?
- What is the "New Imperialism" and how has it affected the growth of African nations?
- How can incremental changes affect society in big ways?

Acquisition of Knowledge & Skills

Students will know:**Geography**

Sub Saharan Africa has various, changing landscapes, and that changes are having a dramatic effect on the people of the region.

- Sahel
- Savannah
- Jungle
- Desertification
- Overgraze
- Drought

Government

Post imperialism governments of Africa have had varying degrees of success, taking many different approaches.

- Civil war
- Rebellion
- Authoritarian
- Apartheid
- Boers

Students will be able to:

- Identify, locate, and describe the nations of Sub-Saharan Africa
- Evaluate the various challenges facing developing nations
- Analyze the continuing effects of Imperialism and Apartheid on the people of Africa
- Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Identify aspects of a text that reveal an author's point of view or purpose
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary and secondary source on the same topic.

Economics

European *Imperialism* in Africa had tremendous consequences for the people and nations of Africa.

Despite abundant resources, African economies have struggled to develop. “*New Imperialism*” has caused much of Africa’s wealth to flow to foreign companies.

- Developing nations
- Conflict diamond
- poaching

Culture

Sub Saharan Africa has a great mix of religions, languages, and traditions. Apartheid in South Africa mirrored segregation in the United States, with similar effects.

Slavery and Imperialism in Africa has had a tremendous impact on cultural and historical identity.

- African diaspora

Stage 2: Acceptable Evidence

Transfer Task

DBQ: Imperialism; Scramble for Africa

Stage 3: Activities

Various close readings from *NEWSLA* articles used throughout each theme where appropriate.

“Worldmapper” website analysis.

Geography

Rand McNally Atlas of World Geography activities - Sub Saharan Africa

Google Slides research and presentation - Sub-Saharan Africa Landmarks

“Finding Simba” activity.

“Great Green Wall” readings, video, and essay.

“African Cities” activity

Government

Examination of Nelson Mandela and the end of Apartheid South Africa.

Examination of Zimbabwe and Robert Mugabe as example of *Authoritarian* government.

Economics

DBQ: Imperialism: Scramble for Africa

“You struck oil” activity and discussion

Culture

“The Danger of a Single Story”, reading, viewing, and discussion.

Reading on African Diaspora

Unit Title / Topic: *East Asia*

Unit Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

Social Studies:

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

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.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.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

Literacy:

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.

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.

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.

Transfer Goal:

Students will be able to independently use their learning to...

analyze population growth and the rise of Asia to determine the pros and cons of rapid modernization.

Meaning

Students will understand that:

Students will understand that:

- The continued growth of the populations of India and Asia has a profound impact on the rest of the world.
- There are drastic and detrimental effects on the environment from rapid growth of industry.
- The growth of cities has changed the cultures of Asian nations.
- Because technology has continued to innovate at a fast pace, services can be outsourced from one nation to another.

Essential Questions:

- How is the growth of the two largest nations in Asia, India and China affecting the rest of the world?
- What are the environmental impacts of rapid population growth?
- Why is urbanization changing the way nations in Asia operate?
- What role is technology playing in the success of Asian economies?

Acquisition of Knowledge & Skills

Students will know:

Geography

Mountain ranges can be a greater barrier to the movement of people than bodies of water.

The “Ring of Fire” touches the eastern edge of Asia.

Asia has vast and varied landscapes.

Government

Focus on *dictatorship* as a form of government - North Korea, Kim Jong Un.

India and China have very different approaches to governing populations each over a billion.

Monhandas Gandhi was a leading figure in the movement to free India of British rule.

Economics

High populations and high poverty rates are conditions that can lead to *exploitation* of child and adult workers.

Many companies in the global economy have factories in Asian nation to save on costs.

China has an increasingly important role in the global economy.

Culture

The concepts of *Karma* and *Reincarnation* are parts of Asian religions.

Asia has unique cultures that influence modern societies around the world

Students will be able to:

- Analyze the difficulties for nations with large populations: food, education, pollution etc.
- Analyze the impact that these populations will have on the rest of the world
- Compare and contrast Dictatorship with other forms of government.
- Describe the impact on non-violent protest for creating change.
- Describe the reasons global companies have factories in Asian nations.
- Analyze religious concepts such as Karma and Reincarnation.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Identify aspects of a text that reveal an author’s point of view or purpose
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary and secondary source on the same topic.

Stage 2: Acceptable Evidence

Transfer Task

DBQ: Gandhi, King and Mandela: What did their movements have in common?

Stage 3: Activities

Various close readings from *NEWSELA* articles used throughout each theme where appropriate.
“Worldmapper” website analysis.

Geography

Rand McNally Atlas of World Geography activities - Sub Saharan Africa
Google Slides research and presentation - Sub-Saharan Africa Landmarks

Government

DBQ: Gandhi, Mandela, King.
Viewing “Cult of Personality” video, discussion of concept with focus on Kim’s of Korea.
Review of Korean War history.
Compare and contrast India / China government.

Economics

Viewing of “All I Need” video by Radiohead, discussion of child labor.
“Clothing Company” research, tracing supply chain of companies. Review apps such as “Good on You”.

Culture

Readings on Hinduism and Buddhism
Viewing and reading of lyrics for “Highwayman”, and “Galileo”, with discussion of Asian religious concepts in modern western culture.
Examination of Asian art and music.

Unit Title / Topic: Australia and Oceania

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for

NJCCCS (Social Studies):

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.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

NJCCCS (Literacy)

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.

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.

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.6-8.8 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.

Transfer Goal:

Students will be able to independently use their knowledge of...

the geography, history, and culture of Oceania in order to analyze the effects of the management and mismanagement of limited resources.

Meaning

Students will understand that:

- Careful management of our finite resources is crucial to the success of our global community.
- History provides us with a multitude of stories and mysteries we can still investigate and learn from.
- Migration from island-to-island was a key component for the various cultures of Oceania.
- Oceania became a victim of its geography during modern times.

Essential Questions:

- How much of an effect can the management of our limited resources have on us?
- What kind of lessons can we learn from history?
- How can we explain the migration patterns in Oceania?
- What role did the islands of Oceania play in the history of the United States?

Acquisition of Knowledge & Skills

Students will know:

Geography

Australia is a continent / nation with varied landscapes influencing the settlement of people.

New Zealand is an Island nation created by the forces of tectonic plates.

Oceania is a region of scattered islands not part of any continent.

- Micronesia
- Melanesia
- Polynesia
- Outback
-

Government

New Zealand's government has a unique way to protect the rights of indigenous people.

Economics

Australia's vast resources have brought it great wealth.

New Zealand's economy has shifted in the last decade to be mostly tourism based.

Culture

The *aboriginal* people of Australia have had a struggle like that of Native Americans in the U.S.

New Zealand's *Maori* people continue to be a celebrated part of New Zealand culture.

Polynesian explorers and voyagers settled vast areas of the Pacific and may have reached the Americas.

- Moai
- Te - puke
- Haka
- Rugby

Students will be able to:

- Locate Australia and New Zealand
- Locate 3 distinct regions of Oceania
- Trace the movement and methods of Polynesians
- Identify native people of the region
- 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.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behavior by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Identify aspects of a text that reveal an author's point of view or purpose
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary and secondary source on the same topic.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Stage 2: Acceptable Evidence

Transfer Task

Given the geographical and economic history of Oceania they have learned about, students will be tasked with learning about the breakdown of society on Easter Island.

Students will assess how Easter Island can be viewed as a microcosm of our planet, and analyze geographic, governmental, economic, and cultural themes.

Resource: Easter Island Underworld – National Geographic Video

Stage 3: Activities

Various close readings from *NEWSELA* articles used throughout each theme where appropriate.

“Worldmapper” website analysis.

Geography

‘Australian Towns and Cities’ slides presentation and map skills work

Nat Geo Education Mapping activity for New Zealand - focus on plate tectonics

DBQ - Great Barrier Reef, What is killing it?

Government

Examination of New Zealand's reserved parliament seats for Maori, discussion.

Economics

Examination of “Quality of Life” statistics for Australia; research on resources.

Readings on influence of “Lord of the Rings” and “Hobbit” movies on New Zealand.

Culture

Viewing of rugby highlights with comparison to “American” sports.

Viewing of New Zealand “All Blacks” Haka as an example of Maori / Polynesian culture.

Viewing of selected “Moana” song, to examine the Polynesian ocean going canoe, Viewing of “Hokulea” journey video.

Multiple readings on Polynesian exploration / migration.