

World Cultures

Grade 7

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

July 19, 2022

World Cultures 7

Course Description: Seventh Grade World Cultures is designed to help 7th graders develop a geographic understanding of their world with a focus on location, physical features, culture, economics, and politics. The course will introduce the students to the field of geography through the 5 Themes of Geography. After gaining a basic understanding of maps, terms, definitions and the themes, students will engage in case studies on specific topics. Students will act in the role of geographer in order to gain a globalized, world-view. Students will study regions of the world while focusing on one aspect of the study of geography using the case study format.

Course Sequence:

Unit 1: Introduction to Geography (North America) 6 weeks

Unit 2: Human-Environmental Interaction (South, Central America, and the Caribbean) 8 weeks

Unit 3: International Organizations (Europe) 6 weeks

Unit 4: Foreign Policy and its Impact on a Globalized World (Africa) 8 weeks **Unit 5: Conflict, Justice, and Reform in an Interconnected World (The Middle East/ Asia) 8 weeks**

Unit 6: Australia- The Colonizer and Conquered Relationship (2

weeks) Pre-requisite: 6th grade social studies

Unit # - Overview

Content Area: World Cultures

Unit Title: Unit 1- Introduction to Geography (North America) (6 weeks)

Grade Level: 7

Core Ideas: Students will examine the relationship between people, their environments, and each other through the eyes of a geographer. The students will understand and apply the role of the geographer and all necessary key terms, geography skills, and map skills used to have a geographic perspective. Students will use North America as the main location in this unit.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

	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.
6.1.8.History CC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.History CC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
6.2.8.History CC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.History E.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.GeoH E. 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.GeoH E. 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.History CC.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.History CC.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.Civics PI. 1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.Civics PI. 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.Civic	Construct a claim as to why it is important for democracy that individuals are informed by

sP D.3	facts, aware of diverse viewpoints, and willing to take action on public issues.
Career Readiness, Life Literacies, and Key Skills	
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.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
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
9.2.8.CAP.10:	Evaluate how careers have evolved regionally, nationally, and globally
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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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).
Computer Science and Design Thinking	
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ED.3	Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+	Incorporate the treatment of the LGBTQ+ community into the analysis of the cultures of the USA, Mexico, and Canada unit. Include explanation of the battle for equal rights in each country and the degree to which those fights have been successful.
Disabilities	https://www.learningforjustice.org/classroom-resources/lessons/understanding-disabilities Incorporate the treatment of the disabled community into the analysis of the cultures of the USA, Mexico, and Canada unit. Include explanation of the battle for rights in each country and the degree to which those fights have been successful.
Amistad	During the background/ history part of the unit, examine the treatment of oppressed groups including women, indigenous groups, and racial minority groups. Discuss the social justification of the treatment by those in power and how various groups have fought against the oppression.
Disabilities	https://disabilityhistory.org/people/
SEL	Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ
Interdisciplinary Connection	
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems
MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
Companion Standards ELA/L	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.6-8.7	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.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently	
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
WHST.6-8.1	Write arguments focused on discipline-specific content.	
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.	
Unit Essential Question(s): <ul style="list-style-type: none"> ● How do groups and individuals interact with their environment? ● How is knowledge about the earth, landforms and resources collected and shared? ● How do leaders in an academic field (geography) create unique terminology to convey unique and specific meanings? 		Unit Enduring Understandings: <ul style="list-style-type: none"> ● Humans interact with their unique environments. ● Understandings of specific and unique terms are critical in the field of geography. ● Information can clearly be demonstrated and shared in graphs and charts. ● Maps are necessary for perspective and to share valuable information. <ul style="list-style-type: none"> ● Unique cultures develop over time; these cultures influence the lives of the people who live

			there
Evidence of Learning			
Formative Assessments: Unit project, map quiz, test Summative/Benchmark Assessment(s): knowledge checks, exit tickets, self-reflections Alternative Assessments: portfolio, notebook checks and reflections, journal writing, presentations			
Resources/Materials: <i>My World Geography</i> (Pearson); various related readings, videos, and websites		Key Vocabulary: geography, geographer, Herodotus, 5 Themes of Geography, latitude, longitude, economy, social, political, culture	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete

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Introduction to Geography: What is Geography?	<ul style="list-style-type: none"> Define geography and apply its meaning 	<ul style="list-style-type: none"> Define and apply geographical terms correctly Read text and explain the geographic implications of the given information 	4
Tools of Geography	<p>Construct appropriate graphs and charts for give information</p> <p>Analyze and explain various types of maps</p> <p>Explain which type of map or representation is best for a specific set of criteria</p>	<ul style="list-style-type: none"> create charts and graphs from given geography data analyze various types of maps related to North America: economic, social, etc given data, design students will create their own charts, graphs, etc 	5
Types and Purposes of Maps, Charts, and Graphs	to analyze the types of maps and graphs, their purposes and uses	<ul style="list-style-type: none"> study the different types of maps, graphs and charts determine when to use different types of representation of data and information 	4
Herodotus as a role model	To determine who Herodotus was, what he contributed to the field of geography, and determine what we can emulate about him in our study of geography	<ul style="list-style-type: none"> read/ view biographies of Herodotus; analyze determine which advice from Herodotus will apply to our study this year 	3
5 Themes of Geography	to define and explain the 5 Themes to apply the 5 Themes of Geography	<ul style="list-style-type: none"> define the 5 themes apply the 5 themes together apply the 5 themes to an area of your choice 	6

Canada, USA, and Mexico: The History culture, economy, and government	to understand and apply the histories, geographies, economies and cultures of Canada, the USA, and Mexico	<ul style="list-style-type: none"> ● examine the histories of Canada, the USA, and Mexico ● examine the geography, economy, and government of Canada, the USA, and Mexico ● independently study one aspect of the cultures of the countries of North America ● create a representation of your research 	5
Independent Case Study	to research and accurately display data and information to synthesize information about Canada, the USA, and Mexico	<ul style="list-style-type: none"> ● Create a project in which you compare and contrast the countries of the USA, Canada, and Mexico 	7

Teacher Notes: The project can be up to the teacher's discretion.

Additional Resources: Non-fiction books on the US, Canada and Mexico from the local library for research ; various video clips on geography, the 5 Themes of Geography, etc

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Consult student IEP; provide notes as needed; modify the amount of	Consult student ELL plan; allow for Google translate as needed; stress	Enrich assignments; provide additional resources and challenge readings	Consult with I &RS as needed; provide notes as needed; provide more	Consult student 504 plan; provide additional time or

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writing required; allow for extra time as needed; consult with special education teacher for varied teaching techniques; provide individual instruction; break down instructions into smaller tasks; provide more frequent	vocabulary in context; talk to text as needed		focused individual instruction; check planners as needed	limited assignments as stated in plan
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deadlines for smaller tasks				
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Unit # - Overview	
Content Area: World Cultures	
Unit Title: Unit 2 Human-Environmental Interaction (South, Central America and the Caribbean)	
Grade Level: 7	
<p>Core Ideas: Students will focus on the interconnections between humans and their environment (Human Environmental Interaction). Students will engage in case studies, which demonstrate man’s ability to control and impact nature and the consequences of these actions. Students will also engage in simulations through which they can become problem solvers for some of the man-made and nature-created current problems facing the world. Students will use Middle and <i>South America and the Caribbean</i> as its main locations in this unit.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
6.2.8.Histor yS E.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.Civics PI. 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.GeoH E.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.GeoH E.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.Histor yC C.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.Histor yC C.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.Civics PI. 1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.Civics PI. 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.Civics PD .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.Civics PR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
Career Readiness, Life Literacies, and Key Skills	
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.

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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
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally
9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	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).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
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).
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
Computer Science and Design Thinking	
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ED.3	Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time
8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

Amistad	Study of the slave trade to the Americas and the roles of groups and individuals to stop the trade and enslavement of individuals.
SEL	Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ

Interdisciplinary Connection

MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. (Galapagos Island study)
MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (Deforestation)
MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (deforestation, environment vs. economy study)

Companion Standards ELA/L

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NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How do humans impact their environments? ● How do limited resources lead to disagreements and conflicts? ● How have humans altered the earth for their own use? ● <p>How does growing an economy impact the environment?</p> <ul style="list-style-type: none"> ● What are steps that can be taken to protect the environment? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are usually environmental trade-offs when growing an economy. <ul style="list-style-type: none"> ● Choices need to be made regarding the economy; those choices may impact the environment negatively. ● The earth has limited resources. ● Conflicts can occur over limited resources.
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Evidence of Learning

Formative Assessments: Exit Tickets, Journals, Self- reflections, Quizzes

Summative/Benchmark Assessment(s): Case study of a specific HEI incident; map test, unit

assessment **Alternative Assessments:** Portfolio, Notebook Check, Presentations, Oral Assessment

Resources/Materials:

Key Vocabulary:

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My World Geography (Pearson), various related readings, videos, and websites

human-environmental interaction, ecotourism, deforestation, indigenous, slavery, colonization, coup

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Map of South America, Central America, and the Caribbean	To determine the locations of the physical and political features of the map of South America, Central America, and the Caribbean	complete map individually complete a large map of the region with a partner	2-3
The Land and People of South America (Including the Slave Trade and Slavery: AMISTAD Curriculum)	To determine the geography, economies, histories, governments, and cultures of the countries of the region	Create a timeline of the history of the region Compare and contrast government structures Analyze the various economies as to their successes and failures	10
Introduction to Environment Vs. Economy	To explore situations of growing an economy to determine the degree to which the environment is impacted	Use fictional and historical situations of growing an economy to determine the impact on the environment	3
Class Case studies of HEI	To examine various topics in the region as to the environmental trade-off for growing the economy	Individual case studies of topics: building the 3rd lock of the Panama Canal, drilling for oil in Ecuador, tourism/ ecotourism, deforestation in the Amazon, baseball in the Dominican Republic, etc.	15

Independent Case Study of HEI in South America, Central America, and the Caribbean	To apply understanding of the various topics by completing an independent project	Choose a project related to the study of the growing the economy and its impact on the environment; demonstrate understanding of the topic and possible solutions	10

Teacher Notes: Students will have choice in the ways they demonstrate the understanding of the unit

Additional Resources: Various readings and video clips on the case study topics

Differentiation/Modification Strategies

Consult student IEP; provide notes as needed; modify the amount of	Consult student ELL plan; allow for Google translate as needed; stress	enrich assignments; provide additional resources and challenge readings	Consult with I &RS as needed; provide notes as needed; provide more	505 Consult student 504 plan; provide additional
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writing required; allow for extra time as needed; consult with special education teacher for varied teaching techniques; provide individual instruction; break down instructions into smaller tasks; provide more frequent deadlines for smaller tasks	vocabulary in context; talk to text as needed		focused individual instruction; check planners as needed	time or limited assignments as stated in plan
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Content Area: World Cultures	
Unit Title: Unit 3 Economy and International Organizations (Europe)	
Grade Level: 7	
<p>Core Ideas: Students will examine the interconnections among people and their environment as it relates to the economy and self-determination. They will focus on the various international organizations that have developed over time as to their impact on the countries and their power to control themselves as well as their influence on international and global economies. Students will understand the importance of a strong economy and the major changes that have taken place that have created a global, interconnected world economy. Students will focus on the European Union, its original purpose, history, and modern strengths, weaknesses, and challenges. They will also look at the conflict in the Balkans during the 1990's to understand how economy, land control, and ethnicity can lead to conflict. (Holocaust Curriculum)</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
6.1.8.History CC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.2.8.History S E.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.Economic M .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.Civics PI. 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.GeoH E.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.GeoH P.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.GeoH P.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.GeoH P.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.GeoH E.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.History CC.4.a	Determine which events led to the rise and eventual decline of European feudalism

6.2.8.History CC.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).
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6.2.8.History CC.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.Civics PI. 1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.Civics PI. 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.Civic sP D.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.Civic sP R.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Career Readiness, Life Literacies, and Key Skills

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.
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
9.2.8.CAP.10:	Evaluate how careers have evolved regionally, nationally, and globally
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	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).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
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).

8.2.8.ITH.2	Compare how technologies have influenced society over time
Computer Science and Design Thinking	
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
Holocaust	The ethnic cleansing of various ethnic groups during the wars of the former Yugoslavia.
SEL	Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ
Interdisciplinary Connection	
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems

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MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
Companion Standards ELA/L	
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
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.	
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	
NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
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.	
Unit Essential Question(s): <ul style="list-style-type: none"> ● What are the benefits and drawbacks of European countries joining together into international organizations (UN, EU)? ● How do disagreements over land ownership lead to conflict? ● How can countries work together to avoid conflict? 		Unit Enduring Understandings: <ul style="list-style-type: none"> ● There are benefits and drawbacks of countries joining together in international organizations. ● Groups of people will engage in conflict over limited resources. ● International organizations work to maintain peace and solve conflicts among warring nations.
Evidence of Learning		

Formative Assessments: Exit tickets, Journals, Self- reflections, Quizzes

Summative/Benchmark Assessment(s): map test on Europe; case study on a specific European country, EU

Analysis Alternative Assessments: Portfolio, Notebook Checks, Presentation, Oral Testing

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Resources/Materials: *My World Geography* (Pearson), various related readings, videos, and websites

Key Vocabulary: European Union, NATO, United Nations, euro, Schengen Area, Cold War, World War II, ethnic cleansing, communism, capitalism

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Map of Europe	To determine the locations of the physical and political features of the map of Europe	complete map individually complete a large map of the region with a partner	3
Introduction to Europe and its History		Create a timeline of the history of the region; focus on WWI, WWI, and its aftermath	4
The Land and People of Europe- a Case Study on one European Country	To determine the geography, economies, histories, governments, and cultures of a country of Europe	Conduct research on a country as to its history, geography, economy, government, and culture Demonstrate your understanding in a creative way	8
The European Union History, Purpose, and Current Situation	To determine the benefits and drawbacks of international organizations	Analyze the history and purpose of the EU and its histories Create a metaphor for the EU and its parts	7

Case Study Case Bosnia and the former Yugoslavia - economic, political, and ethnic differences (HOLOCAU ST Curriculum)	To examine the history of the former Yugoslavia as to the formation of the country, its issues, and the fall out of what was done	Study the history of the former Yugoslavia Bosnian conflict and ethnic cleansing Code of Silence	6
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Teacher Notes: Focus on the Bosnian conflict (Holocaust curriculum)

Additional Resources: Click links below to access additional resources used to design this unit: https://europa.eu/european-union/index_en

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
Consult student IEP; provide notes as needed; modify	Consult student ELL plan; allow for Google translate as	enrich assignments; provide additional	Consult with I &RS as needed; provide notes as needed;	Consult student 504 plan; provide additional time or

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the amount of writing required; allow for extra time as needed; consult with special education teacher for varied teaching techniques; provide individual instruction; break down instructions into smaller tasks; provide more frequent	needed; stress vocabulary in context; talk to text as needed	resources and challenge readings	provide more focused individual instruction; check planners as needed	limited assignments as stated in plan
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deadlines for smaller tasks				
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Unit # - Overview	
Content Area: World Cultures	
Unit Title: Unit 4 Conflict, Justice, and Reform in an Interconnected World (Africa)	
Grade Level: 7	
<p>Core Ideas: Students will examine the causes of major international conflict; they will focus on religion, land control, economy, and ethnicity as major contributors to these conflicts. Students will examine the struggles faced by oppressed groups, especially those who were subjected to colonization by outsiders. Students will examine international organizations involved in conflict and justice including the United Nations and NGOs. Students will use Africa as its main locations in this unit.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
6.2.8.HistoryS E.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.CivicsHR .2. a	Determine the role of slavery in the economic and social structures of early river valley civilizations
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.History CC. 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.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.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.GeoHP.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.

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6.2.8.GeoHP.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.GeoHP.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.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.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.History CC. 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.History CC. 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.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
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.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.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.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Career Readiness, Life Literacies, and Key Skills

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.
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

9.2.8.CAP.10:	Evaluate how careers have evolved regionally, nationally, and globally
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	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).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
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).

Computer Science and Design Thinking

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ED.3	Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

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8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

Amistad	Role of the Slave Trade and those who fought for equal rights Apartheid in South Africa with connections to what occurred in the US regarding race relations and the fight for equality in both places
Holocaust	Ethnic cleansing and genocide in Sudan

SEL	<p>Develop, implement, and model effective problem-solving and critical thinking skills</p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p>Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <p>Recognize the skills needed to establish and achieve personal and educational goals</p> <p>Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ</p>
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Interdisciplinary Connection

MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (Suez Canal, Aswan High Dam, desalination plants)
MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (Suez Canal, Aswan High Dam))

Companion Standards ELA/L

NJLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.
NJLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
NJLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.

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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.

Unit Essential Question(s):

- What causes conflict between different groups of people?
- What is the role of outsiders to step in during conflict?
- How have outsiders created problems for other countries? How have they helped?

Unit Enduring Understandings:

- Countries are dependent on one another for economic stability; this leads to alliances and conflict.
- Differences in race, religion, and culture have caused conflict between countries; this often leads to fighting.
- Organizations like the UN work to maintain world peace.
- Humans need to feel safe and secure in order to progress. Once these basic needs are met they will often advance.
- During conflict, people are divided into perpetrators, rescuers, and by-standers. (Holocaust)

Evidence of Learning

Formative Assessments: Exit tickets, Journals, Self- reflections, Quizzes

Summative/Benchmark Assessment(s): Map test of Africa; Case study on modern conflict

Alternative Assessments: Portfolio, Notebook Check, Oral Testing, Presentation

Resources/Materials: <i>My World Geography</i> (Pearson); various related readings, videos, and websites, <i>The Long Walk to Water</i>	Key Vocabulary: colony, colonization, imperialism, apartheid, NGO
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introduction to Africa-map	To determine the locations of the physical and political features of the map of Africa	individually complete a map work with a partner to design a map of Africa	3
The Danger of a Single Story TED Talk	To determine the danger of judging a person or culture using a stereotype	view TEDTalk and analyze	2
The History of Africa	To determine the history of Africa over time	Create a timeline from ancient time through modern times	4
The Geography and Resources of Africa	To determine the wealth of resources in Africa	Analyze maps and graphs of resources in Africa as to the value	3

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Cultures of Africa	Determine the thousands of cultures and languages in Africa and how it has led to conflict	Read and analyze about the various cultures found in Africa	5
Modern Conflict in Africa and its Connection to the History	Analyze the issues that are occurring in Africa today; use <i>A Long Walk to Water</i>	Read <i>A Long Walk to Water</i> and analyze it and the history of the region in order to understand the roots of conflict and the potential solutions to the issues	10
Independent Case Study	Study a current issue in Africa	Analyze a modern issue in Africa	10

Teacher Notes: Bring in Holocaust curriculum into the study of Sudan

Additional Resources: TED Talk

Differentiation/Modification Strategies

Students with Disabilities	English Language	Gifted and Talented	Students at Risk	507Students
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	Learners	Students		
Consult student IEP; provide notes as needed; modify the amount of writing required; allow for extra time as needed; consult with special education teacher for varied teaching techniques; provide individual instruction; break down instructions into smaller tasks; provide more frequent deadlines for smaller tasks	Consult student ELL plan; allow for Google translate as needed; stress vocabulary in context; talk to text as needed	enrich assignments; provide additional resources and challenge readings	Consult with I &RS as needed; provide notes as needed; provide more focused individual instruction; check planners as needed	Consult student 504 plan; provide additional time or limited assignments as stated in plan

Unit # - Overview	
Content Area: World Cultures	
Unit Title: Unit 5 Foreign Policy and its Impact on a Globalized World (The Middle East and Asia)	
Grade Level: 7	
Core Ideas: The students will examine foreign policy and diplomatic interconnections among nations. Students will examine specific issues in the Middle East/ Asia with a focus on resources, religion, and land conflict. Students will use the Middle East and Asia as its main locations in this unit with a major focus on an interdisciplinary project with ELA.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
6.1.8.History CC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.2.8.History CC.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.History CC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
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6.2.8.History E.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.Civics PI. 2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.Civics SH R.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations
6.2.8.GeoS V.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.GeoH E.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.History CC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.GeoP P.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.EconE M .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.History UP.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.Civics PI. 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.GeoH E.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.GeoH P.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.GeoH P.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.GeoH	Use maps to show how the interaction between the Islamic world and medieval Europe

P.4 .c	increased trade, enhanced technology innovation and impacted science, thought, and the arts.
6.2.8.GeoH E.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.Hist ory CC.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.Hist ory CC.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.Civics PI. 1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.Civics PI. 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.Civic sP D.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.Civic sP R.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.Civic sP R.4	Use evidence and quantitative data to propose or defend a public policy related to climate change
6.3.8.Civic sH R.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.Econ ET. 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).

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Career Readiness, Life Literacies, and Key Skills	
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.
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
9.2.8.CAP.10:	Evaluate how careers have evolved regionally, nationally, and globally
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.1	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).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
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).
Computer Science and Design Thinking	
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
SEL	<p>Develop, implement, and model effective problem-solving and critical thinking skills</p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p>Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <p>Recognize the skills needed to establish and achieve personal and educational goals</p> <p>Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ</p>
Interdisciplinary Connection	
MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (Deforestation in Indonesia, nuclear power in Japan)
MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (Interdisciplinary Asian unit with ELA; find a solution to an issue facing the people of Asia)
Companion Standards ELA/L	
RH.6-8.9.	Analyze the relationship between a primary and secondary source on the same topic.

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.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
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.

Unit Essential Question(s):

- **What causes conflict among different groups? ● Why do countries interfere in the business of other countries? What are the results?**
- **How can solutions be reached where all sides are content?**
- **How can countries work together to avoid conflict?**

Unit Enduring Understandings:

- **Conflict results when groups disagree on land ownership, use of resources, and fundamental beliefs. (LGBTQ+ MANDATE)**
- **Outsiders often interfere in conflict; sometimes they help, sometimes they make it worse.**
- **Solutions to problems can be reached through compromise.**

Evidence of Learning

Formative Assessments: Exit Slips, Quizzes, Journals, Self-Reflection

Summative/Benchmark Assessment(s): Create a revised version of Epcot Country Showcase with countries in the Middle East, end-of-chapter TEST

Alternative Assessments: Portfolio, Presentation, Oral Testing, Notebook Check

Resources/Materials: Hijra: India’s third gender claims its place in law - https://www.theguardian.com/society/2014/apr/16/india-third-gender-claims-place-in-law	Key Vocabulary: intifada, zionism, Muslim, Islam, Judaism, Christianity, Suez Canal, Aswan High Dam
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introduction to the Middle East and Asia Map	Complete a political and physical map of the Middle East Complete a political and physical map of Asia	complete maps of the Middle East and Asia individually complete maps with a partner	4
The History of the Middle East and Asia (LGBTQ+ Mandate)	To explain the history of the region with a focus on the role of outside countries; impact	Read and discuss the history of the region	4
The Culture of the Middle East	To explain the cultures of the region with a focus on the role of religion in the region	Read and analyze texts about the culture of the Middle East	4

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and Asia (LGBTQ+ Mandate)			
Epcot Project	To research and analyze a country as to its history, culture, government, and economy	Choose a country from the Middle East and redesign a country from the Middle East	10
Israeli/Palestinian Conflict	To determine the causes and history behind the modern conflict in Israel and Palestine	Read, view clips, and discuss the Palestinian/Israeli conflict	5
History of Asia	To explain the history of the region with a focus on the role of outside countries; impact	Read and discuss the history of the region	
Case Study Independent Research	Work with ELA to research and present on an issue in modern Asia	Research, analyze, and write an explanation of an issue found in modern Asia	

Project- An Issue in Asia				
Teacher Notes: Interdisciplinary project with ELA on an issue in Asia				
Additional Resources: Same-sex relationships in Islam - https://tcrb.alexanderstreet.com/philologic/TCRB/navigate/3501/8/ (LBGTQ+)				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508Students
<p>Consult student IEP; provide notes as needed; modify the amount of writing required; allow for extra time as needed; consult with special education teacher for varied teaching techniques; provide individual instruction; break down instructions into smaller tasks; provide more frequent deadlines for smaller tasks</p>	<p>Consult student ELL plan; allow for Google translate as needed; stress vocabulary in context; talk to text as needed</p>	<p>enrich assignments; provide additional resources and challenge readings</p>	<p>Consult with I &RS as needed; provide notes as needed; provide more focused individual instruction; check planners as needed</p>	<p>Consult student 504 plan; provide additional time or limited assignments as stated in plan</p>

Unit # - Overview
Content Area: World Cultures
Unit Title: Unit 6- Australia
Grade Level: 7
<p>Core Ideas: The settlement and development of Australia has several parallels to the United States. Examining Australia will allow the students to draw parallels to what has occurred all over the world regarding the colonizer/ conquered group.</p>

Unit # - Standards**Standards (Content and Technology):**

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CPI#:	Statement:
Performance Expectations (NJSLS)	
6.2.8.GeoP P.1 .b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
Career Readiness, Life Literacies, and Key Skills	
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally
Computer Science and Design Thinking	
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
<p>SEL Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ</p>	
Interdisciplinary Connection	
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems
MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
Companion Standards ELA/L	
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.
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
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.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<p>Unit Essential Question(s): What is the impact of colonization on the conquered? What happens when humans ignore the significance of nature? How do resources impact the value of land? How does nature impact the way humans live?</p>	<p>Unit Enduring Understandings:</p> <p>The conquered are impacted by the colonizers. Nature is directly impacted by the actions of humans. Resources increase the value of land. Humans must adapt to their environments.</p>
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Evidence of Learning

Formative Assessments: Exit Slips, Quizzes, Journals, Self-Reflection
Summative/Benchmark Assessment(s): One-pager summarizing unit, end-of-chapter TEST
Alternative Assessments: Portfolio, Presentation, Oral Testing, Notebook Check

Resources/Materials:	Key Vocabulary: aborigine, terra australis incognita
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<i>My World Geography</i> (Pearson); various related readings, videos, and websites	
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Map of Australia	To label key political and physical features of the map	label a map of Australia as to the physical features	1
History of Australia	To analyze the history of Australia and compare it to the US	create a double timeline comparing the US to Australia	3
Colonizing Australia	Analyze the impact of colonization on the land and people of Australia	read and discuss the impact of colonization on the land and people of Australia	4
Unit Overview	To explain the key points of life in Australia	one-pager on the history and culture of Australia	2

Teacher Notes:

Additional Resources: various readings and videos on the history of Australia

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509Students
Consult student IEP	Consult student ELL plan	enrich assignments	Consult with I &RS as needed	Consult student 504 plan