

Social Studies Curriculum



Course Title: AP Human Geography

Grade Level: High School

Board Approved: January 5, 2022

Point Pleasant Borough Schools

Content Area: Social Studies

Course Title: AP Human Geography

Grade Level: 10-12

Unit 1 Geography: Its Nature and Perspectives

Pacing Guide

2 ½ Weeks (5%–10%)

Unit 2 Population

Pacing Guide

4 Weeks (13%–17%)

Unit 3 Cultural Patterns and Processes

Pacing Guide

4 Weeks (13%–17%)

Unit 4 Political Organization of Space

Pacing Guide

**4 Weeks
(13%–17%)**

Unit 5 Agricultural and Rural Land Use

Pacing Guide

4 Weeks (13%–17%)

<div> <div> Unit 6 Industrialization and Economic Development </div> <div> Unit 7 Cities and Urban Land Use </div> </div> <div> <div>Pacing Guide</div> <div>4 Weeks (13%–17%)</div> <div>Pacing Guide</div> <div>4 Weeks (13%–17%)</div> </div>	
Date Created:	7/14/2017
Created By:	Michael Colonna
Board Approved on:	January 5, 2022

Introduction

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Unit Overview
Content Area: Social Studies: Human Geography
Unit Title: Its Nature and Perspectives
Target Course/Grade Level: 9-12
<p>Unit Summary/Rationale</p> <p>In this unit, students will explore geography as a field of inquiry. Students will understand the major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues. Students will discover the use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps. Students will explore the sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery. Students will be able to identify the major world regions.</p> <p>Primary interdisciplinary connections:</p> <p>Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.</p> <p>21st century themes:</p> <p>9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.D.2 Determine the immediate and long-term effects of cross cultural misconceptions or misunderstandings resulting from past or current international issues or events.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p>

Technology Integration:

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Learning Targets**Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question and solve a problem.
RH.8	Evaluate an author's premise, claims, and evidence by corroborating or challenging them with other information.
RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.1	Write arguments focused on discipline specific.
WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
WHST.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.
Unit Essential Questions <ul style="list-style-type: none"> • How do geographers describe where things are? • How and why are different places similar? • How and why are resources being depleted? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Geography, as a field of inquiry, looks at the world from a spatial perspective. • Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving. • Geographical skills provide a foundation for analyzing world patterns and processes. • Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life. • Field experiences continue to be important means of gathering geographic information and data.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Students will explore geography as a field of inquiry • Students will understand the major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues • Students will discover the use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps • Students will explore the sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery • Students will be able to identify the major world regions <i>Know...</i> <ul style="list-style-type: none"> • Geographic fieldwork • Globalization • Spatial arrangement of places and phenomena • Spatial distribution of a phenomenon • Medical geography 	

- Five themes of geography
- Location theory
- Human-Environment Interactions
- Perceptions of Place
- Movement • Cultural Landscape
- Sequent Occupance
- Cartography
- Reference and thematic maps
- Global Positioning System (GPS)
- Geocaching
- Absolute and Relative locations
- Mental Maps
- Remote sensing
- Geographic Information Systems
- Scale
- Formal Region
- Functional Region
- Perceptual Region
- Culture
- Cultural Diffusion
- Environmental Determinism
- Possibilism
- Cultural and Political Ecology

Evidence of Learning

Summative Assessment

- Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced development.
- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
- Mid-Term/Final Exams

Formative Assessments

Observations/ Questioning

Discussion
Exit/Admit Slips
Graphic Organizers
Peer/Self Assessments
Practice Presentations
Visual Representations

College Board: <https://apstudent.collegeboard.org/apcourse/ap-human-geography>

Differentiation

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction

Unit Overview

Content Area: Social Studies: Human Geography

Unit Title: Population and Migration

Target Course/Grade Level: 9-12

Unit Summary/Rationale

In this unit, students will obtain knowledge of the geographic patterns and characteristics of human population facilitates understanding of cultural, political, economic, and urban systems. Students will explore how populations grow and decline over time and space. Students will explore the causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.

Primary interdisciplinary connections:

Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.

21st century themes:

- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.D.2 Determine the immediate and long-term effects of cross cultural misconceptions or misunderstandings resulting from past or current international issues or events.
- 9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Technology Integration:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Learning Targets

Standards

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.A.13 .c-	- Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
6.1.12.B.14. a-	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
6.2.12.D.5. d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various 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.
6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
WHST.6	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback.
RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question and solve a problem.
RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.1	Write arguments focused on discipline specific.
WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.6	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
WHST.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> ● Where in the world do people live and why? Why do populations rise and fall in particular places? ● Why does population composition matter? ● How does the geography of health influence population dynamics? ● How do governments affect population change? ● What is migration? Why do people migrate? ● Where do People Migrate? ● How do governments affect migration? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> ● Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems. ● Populations grow and decline over time and space. ● Causes and consequences of migration are influenced by cultural demographic, economic, environmental, and political factors. </div> </div>	
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Students will explore geography as a field of inquiry ● Analyze population pyramids. 	

- Identify the phases of the demographic transition model.
- Describe the various population problems around the world.
- Explain the push and pull factors of migration.
- Evaluate the migration policies established by governments.
- Students will understand the major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues
- Students will discover the use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps
- Students will explore the sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery
- Students will be able to identify the major world regions

Students will know...

- Age-Sex Diagram
- Carrying capacity
- Crude Birth Rate
- Crude Death Rate
- Demographic equation
- Demographic momentum
- Demographic regions
- Demographic Transition model
- Dependency ratio
- Diffusion of fertility control (birth control)
- Disease diffusion
- Doubling time
- Ecumene
- Epidemiological Transition model
- Gendered space
- Infant mortality rate
- Malthus, Thomas
- Megalopolis
- Mortality
- Natality
 - Neo-Malthusian
 - Overpopulation
- Population densities
- Arithmetic
- Physiologic

- Population distributions
- Population explosion
- Population projection
- Population pyramid
- Rate of natural increase- Equation
- Sex/Gender ratio
- Standard of living
- Total Fertility Rate
- Under Population
- Vectored-Non-vectored Disease
- Zero population growth
- Activity space
- Chain migration
- Cyclic movement
- Distance decay
- Forced migration
- Gravity model
- Internal migration
- Intervening opportunity
- Migration patterns
- Intercontinental
- Interregional
- Rural-urban
- Periodic movement
- Push-pull factors
- Ravenstein- Laws of Migration
- Refugee
- Step migration
- Transhumance
- US Immigration Waves
- US Immigration Policies
- Voluntary Migration

Evidence of Learning

Summative Assessment

- Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced development.
- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
- Mid-Term/Final Exams

Formative Assessments
Observations/ Questioning
Discussion
Exit/Admit Slips
Graphic Organizers
Peer/Self Assessments
Practice Presentations
Visual Representations

Unit Overview
Content Area: Social Studies: Human Geography
Unit Title: Cultural Patterns and Processes
Target Course/Grade Level: 9-12
<p>Unit Summary/Rationale</p> <p>Students will understand the concepts of culture. Students will explore the cultural differences and regional patterns. Students will discover the cultural landscapes and cultural identity.</p> <p>Primary interdisciplinary connections:</p> <p>Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.</p> <p>21st century themes:</p> <p>9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.</p> <p>9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>Technology Integration:</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Learning Targets

Standards

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.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.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide

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.		
RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		
RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.		
RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question and solve a problem.		
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WHST.6	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
WHST.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> ● Where are folk and popular leisure activities distributed? ● How is popular culture diffused? ● Why is access to folk culture and popular culture unequal? ● What is identity and how are identities constructed? ● How do places affect identity, and how can we see identities in places? ● Why do conflicts arise among ethnicities? Why do ethnicities engage in ethnic cleansing and genocide? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> ● Concepts of culture frame the shared behaviors of a society. ● Culture varies by place and region. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> ● Where are folk and popular leisure activities distributed? ● How is popular culture diffused? ● Why is access to folk culture and popular culture unequal? ● What is identity and how are identities constructed? ● How do places affect identity, and how can we see identities in places? ● Why do conflicts arise among ethnicities? Why do ethnicities engage in ethnic cleansing and genocide? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Concepts of culture frame the shared behaviors of a society. ● Culture varies by place and region.
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- How Does Geography Reflect and Shape Power Relationships Among Groups of People?

Unit Learning Targets

Students will ...

- Use and analyze maps and spatial data sets.
- Understand and interpret the implications of associations among phenomena in place.
- Recognize and interpret at different scales the relationship among patterns and processes.
- Define regions and evaluate the regionalization process.
- Characterize and analyze changing interconnections among places.
- Explain the difference between folk and popular culture.
- Describe regional variations in popular food preferences.
- Define race and ethnicity
- Identify the causes and aftermath of several 20th century ethnic conflicts
- Researching the issues and concerns of women in the 21st century.
- Summarize the experiences of Sudanese refugees that resettled in the United States.
- Identify language families and how they are distributed across the earth.
- Debate if English will be the lingua Franca in 2100.
- Describe the role of places of worship in various religions, why places are sacred in universalizing religions, and the ways in which the landscape is used in religious significant ways.
- Classify toponyms.
- Identify the distribution of the major religions, including their branches, and the distribution of ethnic religions.
- Summarize the basic tenets of the major world religions.

Students will know...

- Acculturation
- Assimilation
- Commodification
- Cultural adaptation
- Cultural Appropriation
- Cultural core/periphery pattern
- Core/Domain/Sphere (Kuby)
- Cultural Landscape- (Unit 1)
- Landscape Homogeneity
- Culture (Unit 1)
- Culture Region (Unit 1)
- Formal

- Functional
- Vernacular
- Cultural Relativism
- Custom • Diffusion types (Unit 1)
 - Expansion- hierarchical, contagious, stimulus
- Relocation
- Field Work
 - Globalization (Unit 1)
- Habit
- Innovation Adoption
- Maladaptive Diffusion
 - Material Culture
- Nonmaterial Culture
- Placelessness
- Adaptive Strategies
- Built environment
- Folk culture
 - o Folk housing
 - o Folk songs
- Food attractions/Food taboos
- Popular Culture
- Popular Housing
 - o Bungalow
 - o Ranch
 - o Split-Level
 - o Minimal Traditional
 - o Neo-Tudor
 - o Neo-Colonial o Single vs. Double Pile
- Barrio
- Chain Migration (Unit 2)
 - Enfranchisement
- Ethnic Cleansing
- Ethnic Conflict- Examples
- Ethnic enclave
- Ethnic Groups in U.S.- Majority
- Ethnic Neighborhoods
- Ethnicity
 - Ethnocentrism
- Gender
- Gender Gap

- Gendered Spaces
- Ghetto
 - Nationality
- Nationalism
- Power Relationships
 - Queer Theory
- Race-Categories
- Racism
- Segregation- Examples
- Creole
 - Dialect
- Indo-European languages
- Isogloss
 - Language
- Language family
- Language group
- Language Laws
- Language subfamily
- Lingua franca
 - Monolingual/multilingual
 - Official language
- Pidgin
 - Proto-Indo European Origins
- Standard Language
- Toponymy- Types
- Animism
- Buddhism
- Christianity
- Confucianism
- Ethnic religion
- Exclave/enclave
- Fundamentalism
- Geomancy (feng shui)
- Hadj
- Hinduism
- Interfaith boundaries
- Islam
- Jainism
- Judaism
- Landscapes of the dead

- Monotheism/polytheism
- Mormonism
- Muslim pilgrimage
- Proselytic religion
- Reincarnation
- Religion (groups, places, diffusion)
 - Religious architectural styles
- Religious conflict
- Sacred space
- Secularism
- Shamanism
- Sharia law
- Shintoism
- Sikhism
- Sunni/Shia
- Syncretism
- Taoism
 - Theocracy
- Universalizing Religion
- Zoroastrianism

Evidence of Learning

Summative Assessment

- Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced development.
- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
- Mid-Term/Final Exams

Formative Assessments

Observations/ Questioning

Discussion
 Exit/Admit Slips
 Graphic Organizers
 Peer/Self Assessments
 Practice Presentations
 Visual Representations

Differentiation

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction

Unit Overview
Content Area: Social Studies: Human Geography
Unit Title: Political Organization of Space
Target Course/Grade Level: 9-12
<p>Unit Summary/Rationale</p> <p>In this unit, students will be able to explore territorial dimensions of politics. Students will discover the evolution of the contemporary political patterns. Students will understand the challenges to inherited political-territorial arrangements.</p> <p>Primary interdisciplinary connections:</p> <p>Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.</p> <p>21st century themes:</p> <p>9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.</p> <p>9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>Technology Integration:</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Learning Targets

Standards

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.D.11 .e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
6.1.12.A.12 .c	Explain how the Arab-Israeli conflict influenced American foreign policy.
6.1.12.D.12 .a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
6.1.12.A.14 .e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
6.1.12.A.15 .a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure
6.1.12.A.15 .c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.A.15 .e	- Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
6.1.12.D.15 .c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.D.15 .d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
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.B.5.d	-Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
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. d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.3.12.D.2-	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

WHST.6	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question and solve a problem.		
RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.		
WHST.1	Write arguments focused on discipline specific.		
WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.		
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WHST.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> ● Where are states distributed? ● Why are nation-states difficult to create? ● Why do boundaries cause problems? ● Why do states compete with each other? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> ● The contemporary political map has been shaped by events of the past. ● Spatial political patterns reflect ideas of territoriality and power at a variety of scales. ● The forces of globalization challenge contemporary political-territorial arrangements. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> ● Where are states distributed? ● Why are nation-states difficult to create? ● Why do boundaries cause problems? ● Why do states compete with each other? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● The contemporary political map has been shaped by events of the past. ● Spatial political patterns reflect ideas of territoriality and power at a variety of scales. ● The forces of globalization challenge contemporary political-territorial arrangements.
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Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Use and analyze maps and spatial data sets. ● Understand and interpret the implications of associations among phenomena in place. ● Recognize and interpret at different scales the relationship among patterns and processes. ● Define regions and evaluate the regionalization process. ● Characterize and analyze changing interconnections among places. ● Describe how space is politically organized into states and nations. ● Identify the difference between state, nation, and nation-state. ● Discuss current political disputes. ● Explain the concept of gerrymandering and three ways that it is done ● Define Unitary and Federal States. 			

- Research Devolutionary Movements.
- Identify the Types of Boundaries and Shapes of States with examples.
- Apply the concepts of centrifugal and centripetal forces at the national scale.
- Describe supranationalism, and the future of the state.

Students will know...

- Annexation
- Antarctica
- Benelux
- Border landscape
- Boundary, disputes (definitional, locational, operational, allocational)
- Boundary, origin (antecedent, subsequent, superimposed, relic)
- Boundary, process (definition, delimitation, demarcation)
- Boundary, type (natural/physical, ethnographic/cultural, geometric)
- Buffer state
- Capitalism
- Centrifugal
- Centripetal
- City-state
- Colonialism
- Confederation
- Conference of Berlin (1884)
- Core/periphery
- Decolonization
- Devolution - Examples
- EEZ (Exclusive Economic Zone)
- Electoral Geography
- Enclave/exclave
- European Union
- Federal
- Frontier
- Geopolitics
- Gerrymander
- Heartland/Rimland
- Irredentism
- Israel/Palestine
- Landlocked
- Law of the Sea
- Mackinder, Halford J.

- Median-line principle
- Microstate
- Nation-state
- NAFTA
- Organic Theory
- Peace of Westphalia
- Reapportionment
- Religious conflict
- Reunification
- Robinson, KW
- Satellite state
- Self-determination
- Shatterbelt
- Sovereignty
- State
- Stateless nation
- Supranationalism- Examples
- Territorial disputes
- Territorial morphology (compact, fragmented, elongated, prorupt, perforated)
- Territoriality
- Theocracy
- Truman Proclamation
- UNCLOS (United Nations Convention on the Law of the Sea)- I, II, III
- Unitary
- USSR collapse
- World Systems Theory

Evidence of Learning

Summative Assessment

- Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced development.
- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
- Mid-Term/Final Exams

Formative Assessments

Observations/ Questioning

Discussion

Exit/Admit Slips

Graphic Organizers
Peer/Self Assessments
Practice Presentations
Visual Representations

Differentiation

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction

Unit Overview
Content Area: Social Studies: Human Geography
Unit Title: Agricultural and Rural Land Use
Target Course/Grade Level: 9-12
<p>Unit Summary/Rationale</p> <p>In this unit, students will be able to discuss the development and diffusion of agriculture. Students will be able to explore the major agricultural production regions. Students will be able to explore the rural land use and settlement patterns. Students will be able to discuss the issues in contemporary commercial agriculture.</p> <p>Primary interdisciplinary connections:</p> <p>Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.</p> <p>21st century themes:</p> <p>9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.</p> <p>9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p>

Technology Integration:

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries

Learning Targets**Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.C.12.b	Assess the impact of agricultural innovation on the world economy.
6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
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.
RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question and solve a problem.
RH.8	Evaluate an author’s premise, claims, and evidence by corroborating or challenging them with other information.
RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.1	Write arguments focused on discipline specific.
WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.6	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.
Unit Essential Questions <ul style="list-style-type: none"> • Where did agriculture originate? • How did agriculture change with industrialization? • Where does our food come from? • What imprint does agriculture make on the cultural landscape? • Where is agriculture distributed? • Why do farmers face economic difficulties? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The development of agriculture led to widespread alteration of the natural environment. • Major agricultural regions reflect physical geography and economic forces. • Settlement patterns and rural land use are reflected in the cultural landscape. • Changes in food production and consumption present challenges and opportunities.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Use and analyze maps and spatial data sets. • Understand and interpret the implications of associations among phenomena in place. • Recognize and interpret at different scales the relationship among patterns and processes. • Define regions and evaluate the regionalization process. • Characterize and analyze changing interconnections among places. • Describe the origins of agriculture and explaining the theories of Jared Diamond. • Explain Von Thunen's Agricultural Land Model • Evaluate the criticisms of the modern food industry • Identify the land survey systems. • Analyze agricultural location maps. • Identify the types of agriculture in developed and developing regions. • Discuss the strategies to increase the world food supply. <i>Students will know...</i> <ul style="list-style-type: none"> • Agribusiness • Agricultural location model (von Thunen) • Agricultural origins • Agriculture • Animal domestication • Aquaculture • Collective farm • Commercial agriculture (intensive, 	

extensive)

- Core/periphery

Crop rotation

- Cultivation regions (maps)
- Dairying
- Double cropping
- Economic activity (primary, secondary, tertiary, quaternary, quinary)
- Environmental modification (pesticides, soil erosion, desertification)
- Extensive subsistence agriculture (shifting cultivation [slash-and-burn, milpa, swidden], nomadic herding/pastoralism)
- First agricultural revolution
- Genetically Modified Organisms
- Globalized agriculture
- Green revolution
- Hunting and gathering
- Intensive subsistence agriculture
- Livestock ranching
- Market gardening
- Mediterranean agriculture
- Plant domestication
- Plantation agriculture
- Renewable/nonrenewable
- Rural settlement (dispersed, nucleated, building material, village form)
- Sauer, Carl O.
- Second agricultural revolution
- Specialization
- Staple grains
- Survey patterns (long lots, metes and bounds, township-and-range)
- Sustainable yield
- Third agricultural revolution (mechanization, chemical farming, food manufacturing)
- Transhumance
- Truck farm

Evidence of Learning

Summative Assessment

- Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced development.

- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
- Mid-Term/Final Exams

Formative Assessments

Observations/ Questioning

Discussion

Exit/Admit Slips

Graphic Organizers

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Practice Presentations

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Differentiation

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction

Unit Overview
Content Area: Social Studies: Human Geography
Unit Title: Industrialization and Economic Development
Target Course/Grade Level: 9-12
<p>Unit Summary/Rationale</p> <p>In this unit, students will explore the growth and diffusion of industrialization. Students will discover the social and economic measures of development. Students will understand the contemporary patterns and impacts of industrialization.</p> <p>Primary interdisciplinary connections:</p> <p>Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.</p> <p>21st century themes:</p> <p>9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.</p> <p>9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p>

Technology Integration:

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries

Learning Targets**Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy
6.1.12.C.14.d	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.		
6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.		
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.		
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.		
RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		
RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.		
RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question and solve a problem.		
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<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> • How is development defined and measured? How does geographical situation affect development? • What are the barriers to and the costs of economic development? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> • The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living. • Measures of development are used to understand patterns of social and economic differences at a variety of scales. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • How is development defined and measured? How does geographical situation affect development? • What are the barriers to and the costs of economic development? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living. • Measures of development are used to understand patterns of social and economic differences at a variety of scales.
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- How do political and economic institutions influence uneven development within states?
- Where did the Industrial Revolution begin and how did it diffuse?
- How have the character and geography of industrial production changed?
- How have deindustrialization and the rise of service industries altered global economic activity?

- Development is a process that varies across space and time.
- Sustainable development is a strategy to address resource depletion and environmental degradation.

Unit Learning Targets

Students will ...

- Use and analyze maps and spatial data sets
- Understand and interpret the implications of associations among phenomena in place.
- Recognize and interpret at different scales the relationship among patterns and processes.
- Define regions and evaluate the regionalization process.
- Characterize and analyze changing interconnections among places.
- Define the indicators of development including Gross Domestic Product, Gross National Income, Literacy, % Agricultural Workers etc.
- Describe the difference between more developed countries and less developed countries.
- Compare Rostow's Development Model and Wallerstein's Core-Periphery Model.
- Explain the maquiladora system.
- Using Weber's Least Cost Theory (transportation costs, agglomeration, and labor costs) to determine industrial location.
- Identify weight-gaining and weightreducing industries.
- Explain major world regions of industrialization including the "Asian Tigers"
- Evaluate different types of transportation.

Students will know...

- Core-Periphery Model
- Dependency Theory
- Development
- Foreign Direct Investment
- Gender Inequality Index
- Gini Coefficient- income disparity
- Gross Domestic Product
- Gross National Product
- Gross National Income
- Hans Rosling
- Human Development Index
- Less Developed Country
- Levels of Development

- Measures of Development
- More Developed Country
- Neocolonialism
- Newly Industrialized Country
- NGO
- Purchasing Power Parity
- Rostow, W.W.
 - o “Stages of Growth Model
- Structuralist Model
- Third World
- World System Theory
- Agglomeration
- Assembly line production/Fordism
- Bid Rent Theory
- Break of Bulk Point
- Commodity Chain
- Deglomeration
- Deindustrialization
- Economic Sectors
- Entrepot
- Fixed Costs
- Footloose industry
- Four Tigers
- Growth poles
- Industrial Location Theory
- Industrial Regions (place, fuel source, characteristics)
- Industrial Revolution
- Industry (receding, growing)
- Least-Cost Location
- Major Manufacturing Regions
- Manufacturing/warehouse location
(industrial parks, agglomeration, shared services, zoning, transportation, taxes, environmental considerations)
- Maquiladora
- NAFTA
- Outsourcing
- Plant Location (supplies, “just in time” delivery)
- Postindustrial
- Retail Location Theory (Hotelling)
- Special Economic Zones (china)
- Threshold/range
- Transnational corporation

- Variable Costs
- Weber, Alfred
- Weight-gaining
- Weight-losing

Evidence of Learning

Summative Assessment

- Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced development.
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Formative Assessments

Observations/ Questioning

Discussion
Exit/Admit Slips
Graphic Organizers
Peer/Self Assessments
Practice Presentations
Visual Representations

Differentiation

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction

Unit Overview
Content Area: Social Studies: Human Geography
Unit Title: Cities and Urban Land Use
Target Course/Grade Level: 9-12
<p>Unit Summary/Rationale</p> <p>In this unit, students will explore the development and characters of cities. Students will explore the models of urban hierarchies: reasons for the distribution and size of cities. Students will explore the models of internal city structure and urban development: strengths and limitations of models. Students will discover about the built environment and social space. Students will analyze and understand contemporary urban issues.</p> <p>Primary interdisciplinary connections:</p> <p>Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.</p> <p>21st century themes:</p> <p>9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.</p> <p>9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> <p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p>

Technology Integration:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries

Learning Targets**Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
6.1.12.B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question and solve a problem.
RH.8	Evaluate an author's premise, claims, and evidence by corroborating or challenging them with other information.
RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.1	Write arguments focused on discipline specific.
WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
WHST.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> ● When and why did people start living in cities? ● Where are cities located and why? ● How are cities organized, and how do they function? ● How do people shape cities? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> ● The form, function, and size of urban settlements are constantly changing. ● Models help to understand the distribution and size of cities. ● Models of internal city structure and urban development provide a framework for urban analysis. ● Built landscapes and social space reflect the attitudes and values of a population. ● Urban areas face economic, social, political, cultural, and environmental challenges. </div> </div>	
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Use and analyze maps and spatial data sets ● Understand and interpret the implications of associations among phenomena in place. ● Recognize and interpret at different scales the relationship among patterns and processes. ● Define regions and evaluate the regionalization process. ● Characterize and analyze changing interconnections among places. ● Analyze the market areas of major league baseball. ● Describe the types of services offered in the urban hierarchy. ● Classify world cities into alpha, beta and gamma cities. ● Explain rank size rule and primate city. ● Compare the different urban models around the world. ● Draw and create the urban models in the United States. ● Debate the pros and cons of suburban sprawl. ● Identify the characteristics of New Urbanism. ● Analyze census data and comparing it to observations during a field study. ● Discuss gentrification and giving examples. ● Evaluate problems and solutions associated with growth and decline within urban areas. 	

Students will know...

- Bid-rent theory
- Blockbusting
- Borchert, John- Epochs of Transportation and Communication
- CBD (central business district)
- Central-place theory
- Christaller, Walter
- City
- Colonial city
- Commercialization
- Commuter zone
- Concentric zone model- Burgess
- Counterurbanization
- Density Gradient
- Early cities- Hearths
- Economic base (basic/nonbasic)
- Edge city
- Entrepôt
- Exurbs
- Favela
- Gateway city
- Galactic City Model/Edge City Model
- Gentrification
- Global Cities
- Greenbelt
- High-tech corridors
- Hinterland
- Medieval cities
- Megacities
- Megalopolis/conurbation
- Metropolitan Statistical Area
- Model Cities (European, Latin American, African, Islamic, Southeast Asian city)
- Multiple nuclei model- Harris and Ullmann
- Multiplier effect
- New Urbanism
- Office park

- Planned communities
- Postindustrial city
- Primate city
- Range
- Rank-size rule
- Redlining
- Restrictive covenants
- Sector model-Hoyt
- Settlement form (nucleated, dispersed, elongated)
- Site/situation
- Slum
- Squatter settlement
- Street pattern (grid, dendritic; access, control)
- Suburb
- Suburbanization
- Urban Hierarchy
- Tenement
- Threshold
- Town
- White Flight
- Urbanization
- Urban Sprawl
- Zoning Laws

Evidence of Learning

Summative Assessment

- Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced development.
- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
- Mid-Term/Final Exams

Formative Assessments

Observations/ Questioning

Discussion
Exit/Admit Slips
Graphic Organizers

Peer/Self Assessments
Practice Presentations
Visual Representations

Differentiation

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction