

Marking Period	Unit: 6 Title	Recommended Instructional Days
3	Cities and Urban Land Use Patterns and Processes	20-25
<p>NJSLS - 6.1 U.S. History: America in the World NJSLS - 6.2 World History: Global Studies NJSLS - 6.3 Active Citizenship in the 21st Century</p> <p>Disciplinary Strand:</p> <ul style="list-style-type: none"> - Civics, Government, and Human Rights - Geography, People, and the Environment - Economics, Innovation, and Technology - History, Culture, and Perspectives <p>Disciplinary Concept:</p> <ul style="list-style-type: none"> - Spatial Views of the World; Human Population Patterns; Human Environment Interaction; Global Interconnections - Exchange and Markets; Global Economy - Continuity and Change; Understanding Perspectives; Claims and Argumentation 		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>
<p>Core Ideas:</p> <ol style="list-style-type: none"> 1. Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. 2. Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics. 	<p>Performance Expectation:</p> <p>6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> - How do physical geography and resources impact the presence and growth of cities? - How are the attitudes, values, and balance of power of a population reflected in the built landscape? - How are urban areas affected by unique economic, political, cultural, and environmental challenges? <p>Activity Description:</p> <ul style="list-style-type: none"> - Lecture/Class Discussion of key concepts - Video Clips - Literacy Comprehension Activities (Vocab Flashcards, Chapter Outlines, Reading Comprehension Questions.) - Analysis of quantitative and qualitative data and thematic maps

<p>3. Environmental and cultural characteristics of a place or region influence spatial patterns.</p> <p>4. Geographic data can be used to analyze spatial patterns.</p> <p>5. Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</p> <p>6. Political and economic decisions throughout time have influenced cultural and environmental characteristics.</p> <p>7. Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p> <p>8. Human settlement activities impact the environmental and cultural characteristics of specific places and regions.</p> <p>9. Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p> <p>10. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p> <p>11. The presence and growth of cities vary across geographical locations because of physical geography and resources.</p> <p>12. The attitudes and values of a population, as well as the balance</p>	<p>6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</p> <p>6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.</p> <p>6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.</p> <p>6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</p> <p>6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>- Explain the processes that initiate and drive urbanization and suburbanization.</p> <p>- Explain how cities embody processes of globalization.</p> <p>- Identify the different urban concepts such as hierarchy,</p>	<p>- Small group collaboration to compare assigned country political patterns and processes</p> <p>- Smart City Evaluation: Students will examine visuals related to “smart cities” and identify the features</p> <p>- Ted Talk Response - Students will view a Ted Talk related to urban sustainability and write a response.</p> <p>- Current Event Analysis - Students will locate current news articles/media sources related to key concepts/themes of Unit 6 and explain the connections.</p> <p>Discussion Groups: Small groups of students can engage in discussions about the similarities and differences of different urban models, along with reasons behind those similarities and differences. A graphic organizer might help students organize their thoughts. Then, as a class, students should explore the limitations of the urban models in predicting the internal structure of cities.</p> <p>- ArcGIS Geoinquiry: Urban Areas and Edge Cities</p> <p>DBQ Online: Is Gentrification Good for Vancouver’s Downtown Eastside?</p> <p>Interdisciplinary Connections:</p> <p>ELA:</p> <p>Reading:</p> <p>Key Ideas and Details: 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure: NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>
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<p>of power within that population, are reflected in the built landscape.</p> <p>13. Urban areas face unique economic, political, cultural, and environmental challenges.</p> <p>14. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	<p>interdependence, relative size, and spacing that are useful for explaining the distribution, size, and interaction of cities.</p> <ul style="list-style-type: none">- Explain the internal structure of cities using various models and theories.- Explain how low-, medium-, and high-density housing characteristics represent different patterns of residential land use.- Explain how a city's infrastructure relates to local politics, society, and the environment.- Identify the different urban design initiatives and practices.- Explain how qualitative and quantitative data are used to show the causes and effects of geographic change within urban areas.- Explain causes and effects of geographic change within urban areas.- Describe the effectiveness of different attempts to address urban sustainability challenges.	<p>Integration of Knowledge and Ideas: NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 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.</p> <p>Writing:</p> <p>Text Types and Purposes: 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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing: 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.</p> <p>Research to Build and Present Knowledge: NJLSA.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. NJLSA.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. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing: NJLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social 	

	<p>interactions in a variety of ways.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Recognize the skills needed to establish and achieve personal and educational goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills. 	<ul style="list-style-type: none"> - Quantitative data from census and survey data provide information about changes in population composition and size in urban areas. - Qualitative data from field studies and narratives provide information about individual attitudes toward urban change. - As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment. - Squatter settlements and conflicts over land tenure within large cities have increased. - Responses to economic and social challenges in urban areas can include inclusionary zoning and local food movements. - Urban renewal and gentrification have both positive and negative consequences. - Functional and geographic fragmentation of governments—the way government agencies and institutions are dispersed between state, county, city, and neighborhood levels—presents challenges in addressing urban issues. - Challenges to urban sustainability include suburban sprawl, sanitation, climate change, air and water quality, the large ecological footprint of cities, and energy use. - Responses to urban sustainability challenges can include regional planning efforts, remediation and redevelopment of brownfields, establishment of urban growth boundaries, and farmland protection policies. <p>NJSLS#: See above</p>
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Vocabulary Quiz • Reading Comprehension Notes • Class Participation • GeoInquiry Reflection 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • College Board Progress Check: Unit 6 Multiple Choice and Free Response Questions <p><u>Summative Assessments:</u></p>	

<ul style="list-style-type: none"> Map Quizzes Assigned-Country Research Report 		<ul style="list-style-type: none"> Current Event Connection/Written Reflection DBQ Ted Talk Response AP Style Exam (Multiple Choice and Free Response Question) 	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> National Geographic: Human Geography - A Spatial Perspective - College Board/AP Classroom Amistad Curriculum Holocaust & Genocide Education Curriculum DBQ Online JStor NewsELA ArcGIS 	<ul style="list-style-type: none"> Skill building activities DBQ Online ProEd Shorts NewsELA Videos Leveled Assessments 	<ul style="list-style-type: none"> Bilingual dictionary Modified assessments and/or rubric Videos in their native language Google Translate NewsELA 	<ul style="list-style-type: none"> Leveled readings Novels; periodicals Leveled Assessments Enrichment activities & projects Inquiry projects
Supplemental Resources			
Technology: <ul style="list-style-type: none"> Chromebooks, Geoinquiries, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, Quizz, Quizlet, Kahoot Other: <ul style="list-style-type: none"> Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Inquiry projects

	<ul style="list-style-type: none"> • Oral rather than written answers 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy • Standard 9.2 Career Awareness, Exploration, Preparation and Training • Standard 9.3: Career and Technical Education • Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Financial health • Financial Landscape • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy
	<p>Core Ideas:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p>Performance Expectation/s:</p> <p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and</p>

		Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> • Financial health • Financial Landscape • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy 	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>