

Marking Period	Unit: 7 Title	Recommended Instructional Days
3-4	Industrial and Economic Development 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. 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. 2. Environmental and cultural characteristics of a place or region influence spatial patterns. 3. Geographic data can be used to analyze spatial patterns. 4. Global interconnections create complex spatial patterns at 	<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>6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> - Why does economic and social development happen at different times and rates in different places? - How might environmental problems stemming from industrialization be remedied through sustainable development strategies? - Why has industrialization helped improve standards of living while also contributing to geographically uneven development? <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 - Small group collaboration to compare assigned country political patterns and processes

<p>multiple scales that continue to change over time.</p> <p>5. Political and economic decisions throughout time have influenced cultural and environmental characteristics.</p> <p>6. 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. Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.</p> <p>12. Economic and social development happen at different times and rates in different places.</p> <p>13. Environmental problems stemming from industrialization may be remedied through sustainable development strategies.</p>	<p>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>6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in the US.</p> <p>6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</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>- Ted Talk Response - Students will view a Ted Talk related to the UN Sustainable Development Goals</p> <p>- Current Event Analysis - Students will locate current news articles/media sources related to key concepts/themes of Unit 7 and explain the connections.</p> <p>Graphic Organizer: Students use a Venn diagram graphic organizer to compare and contrast different theories of development, such as Rostow's Stages of Economic Growth, Wallerstein's World System theory, dependency theory, and commodity dependence. You may then have students discuss how different countries are classified according to the different theories.</p> <p>Self/Peer Review: Students are asked to read the United Nation's Sustainable Development Goals. After reading the goals, students select the one goal they believe is the most important to achieve, and then justify their response in writing with evidence and reasoning. Students then pass their paper to a peer, who can respond to their piece with challenging questions regarding the choice of goal and with evidence that may contradict the first student's position.</p> <p>- ArcGIS Geoinquiry: Comparing Country Development</p> <p>DBQ Online: A Question of Scale - How Wealthy is Brazil?</p> <p>Interdisciplinary Connections:</p> <p>ELA:</p> <p>Reading:</p> <p>Key Ideas and Details: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure: NJSLSA.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. NJSLSA.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.</p>
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<p>14. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> <p>15. Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.</p> <p>16. The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.</p> <p>17. Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</p>	<ul style="list-style-type: none"> - Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization. - Explain the spatial patterns of industrial production and development. - Describe social and economic measures of development. - Explain how and to what extent changes in economic development have contributed to gender parity. - Explain different theories of economic and social development. - Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy. - Explain how sustainability principles relate to and impact industrialization and spatial development. 	<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.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. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Writing:</p> <p>Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.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: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</p>
<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 		

<ul style="list-style-type: none"> Engaging in Civil Discourse and Critiquing Conclusions Taking Informed Action 	<p>frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Content:</p> <ul style="list-style-type: none"> Industrialization began as a result of new technologies and was facilitated by the availability of natural resources. As industrialization spread it caused food supplies to increase and populations to grow; it allowed workers to seek new industrial jobs in the cities and changed class structures. Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism. The different economic sectors—including primary, secondary, tertiary, quaternary, and quinary—are characterized by distinct development patterns. Labor, transportation (including shipping containers), the break-of-bulk point, least cost theory, markets, and resources influence the location of manufacturing such as core, semiperiphery, and periphery locations. Measures of social and economic development include Gross Domestic Product (GDP); Gross National Product (GNP); and Gross National Income (GNI) per capita; sectoral structure of an economy, both formal and informal; income distribution; fertility rates; infant mortality rates; access to health care; use of fossil fuels and renewable energy; and literacy rates. Measures of gender inequality, such as the Gender Inequality Index (GII), include reproductive health, indices of empowerment, and labor-market participation. The Human Development Index (HDI) is a composite measure used to show spatial variation among states in levels of development. The roles of women change as countries develop economically. Although there are more women in the workforce, they do not have equity in wages or employment opportunities. Microloans have provided opportunities for women to create small local businesses, which have improved standards of living. Different theories, such as Rostow’s Stages of Economic Growth, Wallerstein’s World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development. 	
<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 interactions in a variety of ways. 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"> - Complementarity and comparative advantage establish the basis for trade. - Neoliberal policies, including free trade agreements, have created new organizations, spatial connections, and trade relationships, such as the EU, World Trade Organization (WTO), Mercosur, and OPEC, that foster greater globalization. - Government initiatives at all scales may affect economic development, including tariffs. - Global financial crises (e.g., debt crises), international lending agencies (e.g., the International Monetary Fund), and strategies of development (e.g., microlending) demonstrate how different economies have become more closely connected, even interdependent. - Outsourcing and economic restructuring have led to a decline in jobs in core regions and an increase in jobs in newly industrialized countries. - In countries outside the core, the growth of industry has resulted in the creation of new manufacturing zones—including special economic zones, free-trade zones, and export processing zones—and the emergence of an international division of labor in which developing countries have lower-paying jobs. - The contemporary economic landscape has been transformed by post-Fordist methods of production, multiplier effects, economies of scale, agglomeration, just-in-time delivery, the emergence of service sectors, high technology industries, and growth poles. - Sustainable development policies attempt to remedy problems stemming from natural resource depletion, mass consumption, the effects of pollution, and the impact of climate change. - Ecotourism is tourism based in natural environments—often environments that are threatened by looming industrialization or development—that frequently helps to protect the environment in question while also providing jobs for the local population. - The UN’s Sustainable Development Goals help measure progress in development, such as small-scale finance and public transportation projects. <p>NJSLS#: See above</p>
Assessments (Formative)		Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully engage within:		To show evidence of meeting the standard/s, students will successfully complete:	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Vocabulary Quiz ● Reading Comprehension Notes ● Class Participation ● GeoInquiry Reflection ● Map Quizzes ● Assigned-Country Research Report 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● College Board Progress Check: Unit 7 Multiple Choice and Free Response Questions <p>Summative Assessments:</p> <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 Resources/Materials			
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			

<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks, Geoinquiries, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, Quizz, Quizlet, Kahoot <p>Other:</p> <ul style="list-style-type: none"> • Novels, periodicals, maps, artifacts 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
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 	<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"> ● Break assignments into segments of shorter tasks ● 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><i>Core Ideas:</i></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><i>Performance Expectation/s:</i></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) •</p>

		Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and 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)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>