

7th Grade World Geography Curriculum Maps

[Unit 1—World Geography Skills](#)

[Unit 2—Continent of North America](#)

[Unit 3—Continent of Asia](#)

[Unit 4—Continent of Europe](#)

[Unit 5—Continent of Africa](#)

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Grade: 7th Grade Subject: World Geography	Unit of Study: Unit 1—World Geography Skills
Big Idea/Rationale	<ul style="list-style-type: none"> ● Unit 1 – World Geography Skills will examine the physical geography of the world’s continents and oceans. Students will emerge from this unit with map skills that allow for the investigation of ways the world is interconnected, as well as the comparison of New Jersey to other places around the world.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Examine physical geographic features, including the world’s continents, oceans. ● Perform map skills. ● Analyze ways the world is interconnected. ● Use, interpret, analyze thematic maps to answer social studies questions.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● Where do I live in relation to the rest of the town, county, state, continent, the world? ● What contributes to varying climates throughout the world? ● How is the world interconnected? ● How do I interpret a map? ● What kind of land is there? ● How do people use land?
Content (Subject Matter)	<ul style="list-style-type: none"> ● Map Components – Title, key, symbols & coloring ● Ocean Currents ● Wind Patterns ● Climate ● Environment ● Travel
Standards	<p>New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> ● 6.1.8.B.1.b—Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.. ● 6.1.8.C.1.b—Explain why individuals and societies trade, how trade functions, and the role of trade during this period. ● 6.1.8.B.2.b—Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. ● 6.2.8.B.3.a—Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. ● 6.2.8.B.4.b—Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. ● 6.2.8.B.4.c—Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

- 6.2.8.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Common Core State Standards (History/Social Studies)

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
- 06-08.RH.03—Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.06—Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.
- 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 06-08.WST.01.A—Introduce claim(s) about a topic or issue acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
- 06-08.WST.01.B—Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.
- 06-08.WST.01.C—Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) counterclaims reasons and evidence.
- 06-08.WST.01.D—Establish and maintain a formal style.
- 06-08.WST.01.E—Provide a concluding statement or section that follows from and supports the argument presented.
- 06-08.WST.02.A—Introduce a topic clearly previewing what is to follow organize ideas concepts and information into broader categories as appropriate to achieving purpose include formatting (e.g. headings) graphics (e.g. charts tables) and multimedia when useful to aiding comprehension.

	<ul style="list-style-type: none"> ● 06-08.WST.02.B—Develop the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples. ● 06-08.WST.02.C—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● 06-08.WST.02.D—Use precise language and domain-specific vocabulary to inform about or explain the topics. ● 06-08.WST.02.E—Establish and maintain a formal style and objective tone. ● 06-08.WST.02.F—Provide a concluding statement or section that follows from and supports the information or explanation presented. ● 06-08.WST.03—(See note not applicable as a separate requirement). ● 06-08.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. ● 06-08.WST.05—With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed. ● 06-08.WST.06—Use technology including the Internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently. ● 06-08.WST.07—Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration. ● 06-08.WST.08—Gather relevant information from multiple print and digital sources using search terms effectively assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● 06-08.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 06-08.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	<ul style="list-style-type: none"> ● www.nystromworldatlas.com ● www.unitedstreaming.com ● www.yourchildlearns.com ● Mimio software ● 21st century cart for drawing on maps.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making

	<ul style="list-style-type: none"> ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 7th Grade Subject: World Geography	Unit of Study: Unit 2—Continent of North America
Big Idea/Rationale	<ul style="list-style-type: none"> ● Unit 2 – Continent of North American will allow students to examine the physical and cultural geographic features of North America, including the regions of Central America and the Caribbean. Students will also compare New Jersey to the rest of North America.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Investigate how North America has been interconnected with the world throughout history. ● Compare and contrast New Jersey with other regions of North America. ● Demonstrate computer research strategies and power point presentation skills while examining the Continent of North America. ● Demonstrate essay writing skills while examining the Continent of North America.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What information is being represented on a map of North America? ● How can different cultures of North America be described? ● How does the physical geography of North America affect the cultural geography of the people?
Content (Subject Matter)	<ul style="list-style-type: none"> ● Map Components – Title, key, symbols & coloring ● Physical Regions of North America ● Cultural Regions of North America ● Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Standards	<p>New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> ● 6.1.8.B.1.a—Describe migration and settlement patterns of Native American groups and explain how these patterns affected interactions in different regions of the Western Hemisphere. ● 6.1.8.B.1.b—Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. ● 6.1.8.C.1.b—Explain why individuals and societies trade, how trade functions, and the role of trade during this period. ● 6.1.8.D.1.b—Explain how interactions among African, European, and Native American groups began a cultural transformation. ● 6.1.8.B.2.a—Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. ● 6.1.8.B.2.b—Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. ● 6.1.8.D.2.b—Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. ● 6.1.8.C.4.b—Explain how major technological developments revolutionized land and water transportation, as well as the economy in New Jersey and nation.

- 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- 6.1.8.B.2.a—Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- 6.1.8.B.2.b—Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire’s relationships with other parts of the world.
- 6.2.8.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f—Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.C.4.a—Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.D.4.f—Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

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Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 7th Grade Subject: World Geography	Unit of Study: Unit 3—Continent of Asia
Big Idea/Rationale	<ul style="list-style-type: none"> ● Unit 3 – Continent of Asia will allow students to examine the physical and cultural geographic features of Asia. Students will also compare New Jersey to Asia.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Investigate how Asia has been interconnected with the world throughout history. ● Compare and contrast New Jersey with regions of Asia. ● Demonstrate computer research strategies and power point presentation skills while examining the continent of Asia. ● Demonstrate essay writing skills while examining the continent of Asia.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What information is being represented on a map of Asia? ● How can different cultures of Asia be described? ● How does the physical geography of Asia affect the cultural geography of the people?
Content (Subject Matter)	<ul style="list-style-type: none"> ● Map Components – Title, key, symbols & coloring ● Physical Regions of Asia ● Cultural Regions of Asia ● Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Standards	<p>New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> ● 6.1.8.B.1.b—Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. ● 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.. ● 6.2.8.B.2.a—Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. ● 6.2.8.B.2.b—Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. ● 6.2.8.D.2.d—Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. ● 6.2.8.B.3.a—Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. ● 6.2.8.D.3.d—Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of

- globalization.
- 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire’s relationships with other parts of the world.
- 6.2.8.B.4.b—Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 6.2.8.B.4.d—Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f—Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.C.4.b—Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- 6.2.8.D.4.g—Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

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Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 7th Grade Subject: World Geography	Unit of Study: Unit 4—Continent of Europe
Big Idea/Rationale	<ul style="list-style-type: none"> ● Unit 4 – Continent of Europe will allow students to examine the physical and cultural geographic features of Europe. Students will also compare New Jersey to Europe.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Investigate how Europe has been interconnected with the world throughout history. ● Compare and contrast New Jersey with regions of Europe. ● Demonstrate computer research strategies and power point presentation skills while examining the continent of Europe. ● Demonstrate essay writing skills while examining the continent of Europe.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What information is being represented on a map of Europe? ● How can different cultures of Europe be described? ● How does the physical geography of Europe affect the cultural geography of the people?
Content (Subject Matter)	<ul style="list-style-type: none"> ● Map Components – Title, key, symbols & coloring ● Physical Regions of Europe ● Cultural Regions of Europe ● Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Standards	<p>New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> ● 6.1.8.B.1.b—Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. ● 6.1.8.C.1.b—Explain why individuals and societies trade, how trade functions, and the role of trade during this period. ● 6.1.8.D.1.b—Explain how interactions among African, European, and Native American groups began a cultural transformation. ● 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. ● 6.2.8.B.3.a—Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. ● 6.2.8.B.3.b—Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline. ● 6.2.8.D.3.c—Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. ● 6.2.8.D.3.d—Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. ● globalization.

- 6.2.8.A.4.c—Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
- 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire’s relationships with other parts of the world.
- 6.2.8.B.4.b—Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 6.2.8.B.4.d—Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f—Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.C.4.b—Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- 6.2.8.D.4.g—Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Common Core State Standards (History/Social Studies)

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
- 06-08.RH.03—Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.06—Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.

- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.
- 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 06-08.WST.01.A—Introduce claim(s) about a topic or issue acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
- 06-08.WST.01.B—Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.
- 06-08.WST.01.C—Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) counterclaims reasons and evidence.
- 06-08.WST.01.D—Establish and maintain a formal style.
- 06-08.WST.01.E—Provide a concluding statement or section that follows from and supports the argument presented.
- 06-08.WST.02.A—Introduce a topic clearly previewing what is to follow organize ideas concepts and information into broader categories as appropriate to achieving purpose include formatting (e.g. headings) graphics (e.g. charts tables) and multimedia when useful to aiding comprehension.
- 06-08.WST.02.B—Develop the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples.
- 06-08.WST.02.C—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 06-08.WST.02.D—Use precise language and domain-specific vocabulary to inform about or explain the topics.
- 06-08.WST.02.E—Establish and maintain a formal style and objective tone.
- 06-08.WST.02.F—Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 06-08.WST.03—(See note not applicable as a separate requirement).
- 06-08.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
- 06-08.WST.05—With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed.
- 06-08.WST.06—Use technology including the Internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 06-08.WST.07—Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.

	<ul style="list-style-type: none"> ● 06-08.WST.08—Gather relevant information from multiple print and digital sources using search terms effectively assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● 06-08.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 06-08.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	<ul style="list-style-type: none"> ● www.nystromworldatlas.com subscription ● www.unitedstreaming.com subscription ● www.yourchildlearns.com ● www.geography.about.com ● www.cia.gov/worldfactbook ● Mimio software ● 21st century cart ● Mobile computer lab and/or computer lab sign up ● Classroom group fusion page ● Microsoft Word and PowerPoint ● Individual student flash/jump drives
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy

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Grade: 7th Grade Subject: World Geography	Unit of Study: Unit 5—Continent of Africa
Big Idea/Rationale	<ul style="list-style-type: none"> ● Unit 5 – Continent of Africa will allow students to examine the physical and cultural geographic features of Africa. Students will also compare New Jersey to Africa.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Investigate how Africa has been interconnected with the world throughout history. ● Compare and contrast New Jersey with regions of Africa. ● Demonstrate computer research strategies and power point presentation skills while examining the continent of Africa. ● Demonstrate essay writing skills while examining the continent of Africa.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What information is being represented on a map of Africa? ● How can different cultures of Africa be described? ● How does the physical geography of Africa affect the cultural geography of the people?
Content (Subject Matter)	<ul style="list-style-type: none"> ● Map Components – Title, key, symbols & coloring ● Physical Regions of Africa ● Cultural Regions of Africa ● Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Standards	<p>New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> ● 6.1.8.B.1.b—Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. ● 6.1.8.C.1.b—Explain why individuals and societies trade, how trade functions, and the role of trade during this period. ● 6.1.8.D.1.b—Explain how interactions among African, European, and Native American groups began a cultural transformation. ● 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. ● 6.2.8.B.2.a—Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. ● 6.2.8.B.2.b—Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. ● 6.2.8.B.3.a—Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

- 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire’s relationships with other parts of the world.
- 6.2.8.B.4.b—Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 6.2.8.B.4.c—Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.B.4.d—Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f—Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.D.4.g—Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Common Core State Standards (History/Social Studies)

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
- 06-08.RH.03—Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.06—Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.

- 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 06-08.WST.01.A—Introduce claim(s) about a topic or issue acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
- 06-08.WST.01.B—Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.
- 06-08.WST.01.C—Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) counterclaims reasons and evidence.
- 06-08.WST.01.D—Establish and maintain a formal style.
- 06-08.WST.01.E—Provide a concluding statement or section that follows from and supports the argument presented.
- 06-08.WST.02.A—Introduce a topic clearly previewing what is to follow organize ideas concepts and information into broader categories as appropriate to achieving purpose include formatting (e.g. headings) graphics (e.g. charts tables) and multimedia when useful to aiding comprehension.
- 06-08.WST.02.B—Develop the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples.
- 06-08.WST.02.C—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 06-08.WST.02.D—Use precise language and domain-specific vocabulary to inform about or explain the topics.
- 06-08.WST.02.E—Establish and maintain a formal style and objective tone.
- 06-08.WST.02.F—Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 06-08.WST.03—(See note not applicable as a separate requirement).
- 06-08.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
- 06-08.WST.05—With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed.
- 06-08.WST.06—Use technology including the Internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 06-08.WST.07—Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.
- 06-08.WST.08—Gather relevant information from multiple print and digital sources using search terms effectively assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

	<ul style="list-style-type: none"> ● 06-08.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 06-08.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	<ul style="list-style-type: none"> ● www.nystromworldatlas.com subscription ● www.unitedstreaming.com subscription ● www.yourchildlearns.com ● www.geography.about.com ● www.cia.gov/worldfactbook ● Mimio software ● 21st century cart ● Mobile computer lab and/or computer lab sign up ● Classroom group fusion page ● Microsoft Word and PowerPoint ● Individual student flash/jump drives
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 7th Grade Subject: World Geography	Unit of Study: Unit 6—Continents of South America, Antarctica, Australia & the Region of Oceania
Big Idea/Rationale	<ul style="list-style-type: none"> Unit 6 – Continents of South America, Antarctica, Australia & the Region of Oceania will allow students to examine the physical and cultural geographic features of South America, Antarctica, Australia & the region of Oceania. Students will also compare New Jersey to the continents of South America, Antarctica, Australia & the region of Oceania.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> Investigate how the continents of South America, Antarctica, Australia & the region of Oceania have been interconnected with the world throughout history. Compare and contrast New Jersey with the continents of South America, Antarctica, Australia & the region of Oceania. Demonstrate computer research strategies and power point presentation skills while examining the continents of South America, Antarctica, Australia & the region of Oceania.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> What information is being represented on maps of South America, Antarctica, Australia and the region of Oceania? How can different cultures of South America, Australia & the region of Oceania be described? How does the physical geography of South America, Antarctica, Australia & the region of Oceania affect the cultural geography of the people?
Content (Subject Matter)	<ul style="list-style-type: none"> Map Components – Title, key, symbols & coloring Physical Regions of South America, Antarctica, Australia & Oceania Cultural Regions of South America, Antarctica, Australia & Oceania Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Standards	New Jersey Student Learning Standards for Social Studies <ul style="list-style-type: none"> 6.1.8.B.1.b—Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. 6.1.8.C.1.b—Explain why individuals and societies trade, how trade functions, and the role of trade during this period. 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire’s relationships with other parts of the world. 6.2.8.B.4.b—Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. 6.2.8.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

- 6.2.8.B.4.f—Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.D.4.g—Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Common Core State Standards (History/Social Studies)

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
- 06-08.RH.03—Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.06—Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.
- 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 06-08.WST.01.A—Introduce claim(s) about a topic or issue acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
- 06-08.WST.01.B—Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.
- 06-08.WST.01.C—Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) counterclaims reasons and evidence.
- 06-08.WST.01.D—Establish and maintain a formal style.
- 06-08.WST.01.E—Provide a concluding statement or section that follows from and supports the argument presented.
- 06-08.WST.02.A—Introduce a topic clearly previewing what is to follow organize ideas concepts and information into broader categories as

	<p>appropriate to achieving purpose include formatting (e.g. headings) graphics (e.g. charts tables) and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> ● 06-08.WST.02.B—Develop the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples. ● 06-08.WST.02.C—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● 06-08.WST.02.D—Use precise language and domain-specific vocabulary to inform about or explain the topics. ● 06-08.WST.02.E—Establish and maintain a formal style and objective tone. ● 06-08.WST.02.F—Provide a concluding statement or section that follows from and supports the information or explanation presented. ● 06-08.WST.03—(See note not applicable as a separate requirement). ● 06-08.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. ● 06-08.WST.05—With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed. ● 06-08.WST.06—Use technology including the Internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently. ● 06-08.WST.07—Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration. ● 06-08.WST.08—Gather relevant information from multiple print and digital sources using search terms effectively assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● 06-08.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 06-08.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	<ul style="list-style-type: none"> ● www.nystromworldatlas.com subscription ● www.unitedstreaming.com subscription ● www.yourchildlearns.com ● www.geography.about.com ● www.cia.gov/worldfactbook ● Mimio software ● 21st century cart ● Mobile computer lab and/or computer lab sign up ● Classroom group fusion page ● Microsoft Word and PowerPoint ● Individual student flash/jump drives

Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 7th Grade Subject: World Geography	Unit of Study: Unit 6—Continents of South America, Antarctica, Australia & the Region of Oceania
Big Idea/Rationale	<ul style="list-style-type: none"> ● Unit 6 – Continents of South America, Antarctica, Australia & the Region of Oceania will allow students to examine the physical and cultural geographic features of South America, Antarctica, Australia & the region of Oceania. Students will also compare New Jersey to the continents of South America, Antarctica, Australia & the region of Oceania.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> ● Investigate how the continents of South America, Antarctica, Australia & the region of Oceania have been interconnected with the world throughout history. ● Compare and contrast New Jersey with the continents of South America, Antarctica, Australia & the region of Oceania. ● Demonstrate computer research strategies and power point presentation skills while examining the continents of South America, Antarctica, Australia & the region of Oceania.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> ● What information is being represented on maps of South America, Antarctica, Australia and the region of Oceania? ● How can different cultures of South America, Australia & the region of Oceania be described? ● How does the physical geography of South America, Antarctica, Australia & the region of Oceania affect the cultural geography of the people?
Content (Subject Matter)	<ul style="list-style-type: none"> ● Map Components – Title, key, symbols & coloring ● Physical Regions of South America, Antarctica, Australia & Oceania ● Cultural Regions of South America, Antarctica, Australia & Oceania ● Traits of Culture: Social Groups, Language, Religion, Daily Life, History, Government, Economy and Arts.
Differentiation	<ul style="list-style-type: none"> ● Leveled instruction/assessments ● Chunk material ● Skeletal notes ● Graphic organizer ● Student interest choice
Standards	New Jersey Student Learning Standards for Social Studies <ul style="list-style-type: none"> ● 6.1.8.B.1.b—Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. ● 6.1.8.C.1.b—Explain why individuals and societies trade, how trade functions, and the role of trade during this period. ● 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. ● 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empire’s relationships with other parts of the world.

- 6.2.8.B.4.b—Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 6.2.8.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f—Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.D.4.g—Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Common Core State Standards (History/Social Studies)

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
- 06-08.RH.03—Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.06—Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.
- 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 06-08.WST.01.A—Introduce claim(s) about a topic or issue acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
- 06-08.WST.01.B—Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

	<ul style="list-style-type: none"> ● 06-08.WST.01.C—Use words phrases and clauses to create cohesion and clarify the relationships among claim(s) counterclaims reasons and evidence. ● 06-08.WST.01.D—Establish and maintain a formal style. ● 06-08.WST.01.E—Provide a concluding statement or section that follows from and supports the argument presented. ● 06-08.WST.02.A—Introduce a topic clearly previewing what is to follow organize ideas concepts and information into broader categories as appropriate to achieving purpose include formatting (e.g. headings) graphics (e.g. charts tables) and multimedia when useful to aiding comprehension. ● 06-08.WST.02.B—Develop the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples. ● 06-08.WST.02.C—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● 06-08.WST.02.D—Use precise language and domain-specific vocabulary to inform about or explain the topics. ● 06-08.WST.02.E—Establish and maintain a formal style and objective tone. ● 06-08.WST.02.F—Provide a concluding statement or section that follows from and supports the information or explanation presented. ● 06-08.WST.03—(See note not applicable as a separate requirement). ● 06-08.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. ● 06-08.WST.05—With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed. ● 06-08.WST.06—Use technology including the Internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently. ● 06-08.WST.07—Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration. ● 06-08.WST.08—Gather relevant information from multiple print and digital sources using search terms effectively assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● 06-08.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 06-08.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	<ul style="list-style-type: none"> ● www.nystromworldatlas.com subscription ● www.unitedstreaming.com subscription ● www.yourchildlearns.com ● www.geography.about.com

	<ul style="list-style-type: none"> ● www.cia.gov/worldfactbook ● Mimio software ● 21st century cart ● Mobile computer lab and/or computer lab sign up ● Classroom group fusion page ● Microsoft Word and PowerPoint ● Individual student flash/jump drives
Technology Standards	<ul style="list-style-type: none"> ● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
21st Century Skills	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	<ul style="list-style-type: none"> ● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	