Social Studies Curriculum

Grade 9-12
Course Description

Geography is a half-year elective course designed to engage and strengthen students’ geographical skills and analytical abilities. This course looks at the development of the Earth, how humans view and utilize it, and the repercussions of various environmental issues. Additionally, geography analyzes the way in which the earth has become a global community and what that means for the economic, political, and social relationship between nations. As students progress through this course, they will continue to strengthen their reading, writing, processing, and research skills, as this is an interdisciplinary course.
## Geography

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>5 Themes of Geography</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>The Western Hemisphere</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>The Eastern Hemisphere</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Environmental Issues</td>
<td>6 Weeks</td>
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</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

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

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
### Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tbody>
<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
## Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
### Assessments

#### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enables students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

A. Civics, Government, and Human Rights
   6.2.12.B.1.a Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

B. Geography, People, and the Environment
   6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
   6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
   6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
   6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

C. Economics, Innovation, and Technology
   6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
   6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

D. History, Culture, and Perspectives
   6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
   6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
English Language Arts & History/Social Studies Grades 9-10 Common Core Standards

Key Ideas and Details:
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure:
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas:
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Range of Reading and Level of Text Complexity:
- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
### NJDOE Student Learning Objectives

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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</table>
| Analyze the geography of the Polar Regions. | **Research:** Research and apply the 5 Themes of Geography to the Polar Regions. | **BBC Site with videos, sound bites, and images of the Polar Regions:** [http://www.bbc.co.uk/nature/habitats/Polar_region](http://www.bbc.co.uk/nature/habitats/Polar_region) | **Science:** Research the animal and plant life located in the polar regions.

**Standard:**

**CCSS:** RH.9-10.2, RH.9-10.4

**NJCCS:** 6.2.12.A.6.a

| Analyze the evidence and implication of Global Warming. | **Jigsaw:** Assign each student a topic/article on one component of Global Warming (see resources for articles). Have each student share their data with their class. | **United Nations YouTube videos on effects of environmental issues in different countries:** [https://www.youtube.com/playlist?list=PL979A3DFB6BEFD5F&feature=plpp](https://www.youtube.com/playlist?list=PL979A3DFB6BEFD5F&feature=plpp) | **Fine Arts:** Create a political cartoon on the issue of global warming.

**Standard:**

**NJCCS:** 6.2.12.A.6.a

**CCSS:** RH.9-10.4, RH.9-10.7, RH.9-10.8, RH.9-10.9
<table>
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<tr>
<td>RH.9-10.4 RH.9-10.7 RH.9-10.9</td>
<td></td>
<td>glaciers.</td>
<td>on the implications of global warming: <a href="http://www.nrdc.org/globalwarming/">http://www.nrdc.org/globalwarming/</a></td>
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<td>Interactive Map on the different effects global warming has in different countries and bodies of water: <a href="http://www.climatehotmap.org">http://www.climatehotmap.org</a></td>
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<td>Google Earth- satellite time lapse of a retreating glacier: <a href="https://earthengine.google.org/#intro/ColumbiaGlacier">https://earthengine.google.org/#intro/ColumbiaGlacier</a></td>
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</table>

**Analyze the effects of deforestation.**

**Standard:**

**NJCCS:** 6.2.12.A.6.a

**CCSS:**

**What is deforestation?**

**What impact does deforestation have on the environment and on humans?**

**What are alternatives to using trees?**

**Categorization:** Make a class list on products that come from trees. Have students independently research other ways trees are used.

**Essay:** Read/Watch Dr. Seuss’, The Lorax and have Google Earth- satellite time lapse of deforestation process in the Amazon Rainforest: [https://earthengine.google.org/#intro](https://earthengine.google.org/#intro)

**Workbook on assignments/projects on**

**ELA:** Write an epilogue to Dr. Seuss’, The Lorax that describes the changes that the characters had to make to restore their environment.
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<tr>
<td>Assess the importance of the oceans and bodies of water.</td>
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<tr>
<td>What are the various types of surface water found on Earth?</td>
<td>What are the different ways water is used on Earth?</td>
<td>Students write an essay that correlates its themes to present concerns about the environment.</td>
<td>deforestation: <a href="https://www.plt.org/stuff/contentmgr/files/1/7d107ceeff935991a82355fb8f22640/files/plt_lorax_activities.pdf">https://www.plt.org/stuff/contentmgr/files/1/7d107ceeff935991a82355fb8f22640/files/plt_lorax_activities.pdf</a></td>
<td>Science: Research the effects of oil spills, garbage dumps, and rising water.</td>
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<tr>
<td>What resources are found in the ocean?</td>
<td>How are water sources being threatened?</td>
<td>Jigsaw: Assign students/groups’ different sources of water (streams, aquifers, lakes, etc.) to research.</td>
<td>Google Earth- satellite time lapse of a drying out lake: <a href="https://earthengine.google.org/#intro/LakeUrmia">https://earthengine.google.org/#intro/LakeUrmia</a></td>
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<td>Jigsaw: Assign students/groups’ different sources of water (streams, aquifers, lakes, etc.) to research.</td>
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<td>National Geographic Lesson on how humans interact with the ocean: <a href="http://education.nationalgeographic.com/education/media/westward-expansion-through-maps/?ar_a=1">http://education.nationalgeographic.com/education/media/westward-expansion-through-maps/?ar_a=1</a></td>
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<td>National Geographic interactive map on how water is used for resources: <a href="http://environment.nationalgeographic.com/environment/freshwater/global-water-footprint/">http://environment.nationalgeographic.com/environment/freshwater/global-water-footprint/</a></td>
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| Identify the developments and different types of ecosystems. | What are the different types of ecosystems? How are ecosystems threatened? How are ecosystems protected? | **Venn Diagram:** Create a venn diagram comparing different ecosystems. | **Types of Ecosystems found in the world:** [http://www.ecosystem.org/types-of-ecosystems](http://www.ecosystem.org/types-of-ecosystems)  
**National Geographic resources on threats to aquatic ecosystems:** [http://environment.nationalgeographic.com/environment/habitats/freshwater-threats/](http://environment.nationalgeographic.com/environment/habitats/freshwater-threats/) | **Fine Arts:** Illustrate ecosystems. |

| Assess the causes and implications of Natural Disasters. | What effects do climate and weather phenomena have on people living in different regions? How do we adapt to natural disasters? | **Jigsaw:** Assign students different types of natural disasters and have them research causes, effects, and locations of where they have occurred. These locations can be plotted on a map during discussion.  
**Research:** Research the types of natural disasters that can/ have occurred in your community. | **National Geographic articles on different types of Natural Disasters:** [http://environment.nationalgeographic.com/environment/natural-disasters/](http://environment.nationalgeographic.com/environment/natural-disasters/)  
**BBC Site with images and videos of natural disasters:** [http://www.bbc.co.uk/science/earth/natural_disasters](http://www.bbc.co.uk/science/earth/natural_disasters) | **Fine Arts:** Illustrate one type of natural disaster.  
**ELA:** Reinforce research and summary writing skills that are utilized in English. |
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<tr>
<td>Analyze the short and long-term effects of Pollution.</td>
<td>What effect does pollution have to the environment? What types of pollutants are there? How have governments and agencies responded to pollution?</td>
<td><strong>Chart:</strong> Research countries with the highest carbon dioxide emissions. Chart out results. <strong>Research:</strong> Research the history of chemical usage (industries, wars) and the impact it has had on the environment and human life. <strong>Current Events:</strong> Research articles on how growing industries are impacting the environment. <strong>Scenario:</strong> Use the link in resources to identify your own carbon footprint.</td>
<td><strong>Environmental Protection Agency statistics and data website:</strong> <a href="http://www.epa.gov/climatechange/ghgemissions/global.html">http://www.epa.gov/climatechange/ghgemissions/global.html</a> <strong>Carbon Footprint Calculator:</strong> <a href="http://www.nature.org/greenliving/carboncalculator/">http://www.nature.org/greenliving/carboncalculator/</a> <strong>Effect of Pollution on Weather:</strong> <a href="http://news.nationalgeographic.com/news/2014/04/20140414-asia-pollution-aerosols-atmosphere-weather-climate-science/">http://news.nationalgeographic.com/news/2014/04/20140414-asia-pollution-aerosols-atmosphere-weather-climate-science/</a></td>
<td><strong>Science:</strong> Identify the chemicals used in weapons, industries, and households, etc. And the effect on humans. <strong>Science:</strong> Research the different types of Greenhouse gases. <strong>Mathematics:</strong> Use quantitative data in the form of mathematical and scientific graphs to measure and compare information. <strong>ELA:</strong> Reinforce research and summary writing skills that are utilized in English.</td>
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<td>Debate the merits and negative consequences of the oil industry on the environment and human development.</td>
<td>How do we use oil? How is oil taken from the earth? What are the consequences of the oil industry? What is fracking? What are the political and economic issues surrounding the oil industry?</td>
<td><strong>Charts:</strong> Create a graph of the price of gas over the last decade. Correlate the rises and falls with natural disasters, current events, etc. <strong>Debate:</strong> Host a class debate on whether the US should continue to rely on oil or find alternative sources. <strong>Current Events:</strong> Research articles on the conflict over</td>
<td><strong>History Channel articles, images, and video clips on the American oil industry:</strong> <a href="http://www.history.com/topics/oil-industry">http://www.history.com/topics/oil-industry</a> <strong>Process of Fracking animation video:</strong> <a href="http://ngm.nationalgeographic.com/2013/03/bakken-shale-oil/fracking-animation-video">http://ngm.nationalgeographic.com/2013/03/bakken-shale-oil/fracking-animation-video</a></td>
<td><strong>ELA:</strong> Write a narrative on what your day-to-day life would be like without oil (refer to resource A World Without Oil <a href="http://worldwithoutoil.org/meteachers.htm">http://worldwithoutoil.org/meteachers.htm</a>). <strong>ELA:</strong> Reinforce research and summary writing skills that are utilized in English. <strong>Mathematics:</strong> Use quantitative data in the form</td>
</tr>
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| RH.9-10.9                       | What steps have we taken to find alternative fuel sources? | oil in other countries.  
**Research**: Research how other counties use oil and how much they use in comparison to one another.  
**Mapping**: Map the places where oil is drilled.  
Unit Plan on a World Without Oil: [http://worldwithoutoil.org/metateachers.htm](http://worldwithoutoil.org/metateachers.htm) | of mathematical and scientific graphs to measure and compare information.  
**Fine Arts**: Create a poster promoting an alternative fuel source. |
| Analyze how the world globally connected. | What is globalization?  
How are countries linked to one another?  
What issues have become global concerns?  
What efforts are made to maintain peaceful connections in the world? | **Listing**: Make a list of foods that come from other countries through the process of globalization.  

**Standard:**  
**NJCCS:**  
6.2.12.A.5.b  
6.2.12.C.5.d  
6.2.12.A.6.a  
6.2.12.A.6.b  
6.2.12.B.6.a  
6.2.12.C.6.a  
6.2.12.C.6.b  
6.2.12.C.6.c  
6.2.12.D.6.a  

**CCSS:**  
RH.9-10.7
### Unit 4 Vocabulary

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>\———-</th>
<th>Flood</th>
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<tbody>
<tr>
<td>Polar Region</td>
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<td>Antarctica</td>
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<td>Landslide</td>
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<td>Artic</td>
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<td>Forest Fire</td>
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<td>Global Warming</td>
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<td>Hurricane</td>
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<td>Deforestation</td>
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<td>Avalanche</td>
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<td>Globalization</td>
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### Choose 1

**Unit Project (Suggested)**

<table>
<thead>
<tr>
<th><strong>Suggested Unit 1 Project:</strong></th>
<th><strong>Unit Project (Suggested)</strong></th>
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<tbody>
<tr>
<td>Work in groups to highlight one environmental issue. Create an exhibit/gallery walk that detailed the issue, why it is happening, what is it effecting, how will it effect our environment in the long term, and include visual displays.</td>
<td>The class will host a UN Summit on the state of the world environment. Each student will represent a country and will research the environmental issues, successes, and future goals of their country to present to the Summit in the form of a speech and/or essay.</td>
</tr>
</tbody>
</table>