

Brick Township Public Schools SOCIAL STUDIES CURRICULUM

Eighth Grade

Aligned to the New Jersey Student Learning Standards for Social Studies

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**BRICK TOWNSHIP PUBLIC SCHOOLS
8th Grade SOCIAL STUDIES CURRICULUM**

Content Area: Social Studies

Course Title: World Cultures and Geography

Grade Level: 8

(Unit)

(Timeframe)

Curriculum Unit 1
Geography Overview
Chapters 1 & 2

September

Curriculum Unit 2
The Americas
Chapter 3 (Section 1), Chapter 4, Chapter
5 (Section 1), Chapter 6, Chapter 7
(Section 1), Chapter 8

October - November

Curriculum Unit 3
Europe
Chapter 9 (Section 1), Chapter 10,
Chapter 11 (Section 1), Chapter 12

December -January

Curriculum Unit 4
Africa and The Middle East
Chapter 13 (Section 1), Chapter 14,
Chapter 15 (Section 1), Chapter 16

February - March

Curriculum Unit 5
Asia / Australia / The Pacific
Chapter 17 (Section 1), Chapter 18,
Chapter 19 (Section 1), Chapter 20,
Chapter 21 (Section 1), Chapter 22,
Chapter 23 (Section 1), Chapter 24

April - June

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Date Created: June 28, 29, 30, 2016

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O’Leary**

*Revised: June 28, June 29, June 30 2017
Daniela Kuster, Michael Cintron & David Kuster*

Board Approval Date: September 14, 2017

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BRICK TOWNSHIP PUBLIC SCHOOLS

8th Grade Social Studies:

Content Area: Social Studies

Unit Title: Unit One: The Essentials of Geography

Target Course/Grade Level: 8

Unit Summary:

Geography is the study of physical and human characteristics and how they impact the relationship between Earth and the people on it. It is essential that students develop the skills that will enable them to observe patterns, associations, and spatial order. Many of the capabilities that students need to develop geographic skills are termed critical thinking skills. These involve inferring, analyzing, judging, hypothesizing, generalizing, predicting and decision-making. These have applications to all levels of geographic inquiry in which students can build competencies in applying geographic skills to geographic inquiry. Culture and experience shape belief systems, which in turn influence people's perceptions of places and regions throughout their lives. It is essential that students appreciate the diverse values of others in a multicultural world and to engage in accurate and sensitive analysis of people, places, and environments.

Primary interdisciplinary connections:

Science
Language Arts
Art

21st Century Themes:

Cause and Effect
Conflict and Resolution
Culture
Geography
Government
Religion
Technology
Tolerance
Trade

Technology connections:

Use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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Learning Targets

Content Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3 Active**

Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

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.

CCSS.ELA-LITERACY.RH.6-8.3

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).

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

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).

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Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.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.

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
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.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.

Unit Essential Questions

- How do people geographically think about the world?
- How is the earth continually changing?
- How does the study of geography help people’s lives?
- How has geography influenced cultures around the world?

Unit Enduring Understandings

Students will understand that...

- Geographers study the location of places and the people who live there.
- Geographers use themes and elements to understand the world.
- Geographers divide the world into regions. Each region is shaped by shared physical and human processes.
- Globes and maps are two different tools used to study places on Earth.
- Maps use different scales for different purposes.

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	<ul style="list-style-type: none">• Political maps show features that humans have created on Earth’s surface. Physical maps show natural features.• Cartographers use various projections to show Earth’s curved surface on a flat map.• Thematic maps focus on specific topics, such as the population density or economic activity in a region or country.• Earth's tilt, rotation, and revolution cause weather changes and the four seasons.• Landforms are physical features and are reshaped by physical processes.• Plate boundaries around the Pacific Ocean cause earthquakes and volcanic eruptions.• Water is essential for all forms of life on Earth.• Climate and weather both influence life on Earth.• Extreme weather can cause great destruction, but scientists are lessening its effect.• Natural resources are central to economic development and basic human needs.• Plants and animals depend on their natural habitats to survive.• The oceans, a natural habitat for thousands of plant and animal species, face many challenges.• The ways people speak, eat, work, play, and worship are all part of culture.• Religions and belief systems are important parts of cultures around the world.• People produce, buy, and sell goods in a variety of ways.• Countries around the world have different forms of government.• The Universal Declaration of Human Rights states how all people deserve to be treated.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none">• How to think spatially about the globe.• The themes and elements of geography.	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none">• Analyze geographical patterns through spatial thinking.• Organize geographic information into five themes and six elements.

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| <ul style="list-style-type: none">• The world is broken down into regions.• The elements of a map.• How to use map scales.• The different types of maps.• The Earth's rotation and revolution.• The Earth is a complex structure.• Earth's landforms, the Ring of Fire, and waters of the Earth.• Physical geography, climate and weather.• The world's climate and regions.• Natural resources and habitat preservation.• Ocean exploration.• Human geography and world cultures.• Religions and belief systems.• Economic and political geography.• Protecting human rights. | <ul style="list-style-type: none">• Understand geographic regions and the processes that shape them.• Understand the essentials of maps and how they show geographic patterns.• Compare information on large, medium and small scale maps.• Compare the features of a physical and political map.• Understand the advantages and drawbacks of major map projections.• Identify various types of thematic maps and the kind of information they provide.• Describe how the earth's tilt, rotation, and revolution around the sun create the four seasons.• Analyze the processes deep within the earth affect its surface.• Identify major landforms and analyze how they affect life on earth.• Identify causes of earthquakes and volcanoes.• Understand the importance of water and the hydrolic cycle.• Explain how climates and weather affect environments on earth.• Identify climate regions and understand how the affect life on earth.• Analyze how extreme weather can cause destruction and how scientists are working to lessen its effects.• Describe the ways in which natural resources sustain human life.• Identify threats to natural habitats and ways in which people are trying to reduce those threats.• Understand the importance of the world's oceans and educating the public about them.• Learn what culture is and how place influences the development of culture.• Identify major world religions and belief systems and analyze how they influence world cultures.• Understand basic economics concepts and analyze different kinds economies. |
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	<ul style="list-style-type: none">• Understand what government is and compare different forms of governments.• Analyze the ideas embodied in the Universal Declaration of Human Rights.
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BRICK TOWNSHIP PUBLIC SCHOOLS

8th Grade Social Studies:

Content Area: Social Studies

Unit Title: Unit Two: The Americas

Target Course/Grade Level: 8

Unit Summary:

This unit encompasses the New World; it will familiarize students with the climate, geography and cultural characteristics of the countries in the region. While covering the material, there will be a brief review of how the history of the region and how it has impacted the modern world.

To begin with the United States and Canada have similar economies, ways of life and democratic heritage. The physical geography will explain the importance of the natural resources and how the environment affects the people in the region. Native Americans, European settlement/immigration and modern industrialization, have influenced both. The United States and Canada are at the top of the world's economic powers. These economies have grown and changed according to where and how the citizens live. The United States citizens are involved in a democratic process to elect their leaders, which is supported by the Constitution. Today, the people in North America seek ways to manage resources and overcome the effects of pollution and avoid future damage to the environment.

Latin America and the Caribbean reflect a unique blend of world cultures, including Native American, European and African. The music, language, food and arts of these countries have impacted life in other parts of the Western Hemisphere, especially in the United States. Their physical geography in the region lends itself to be vulnerable to natural disasters. Additionally, the massive rivers and mountains influence the human settlement in the area. There are varied climate zones due to the landforms in the Latin American countries. The majority of their population relies on agriculture even though the people tend to live mostly in the cities rather than on farms. There is a concern for these countries to develop modern, industrial economies, but preserve the natural resources- primarily the rain forests. The history, diversity, natural resources and climate in several Latin American countries make them very attractive to tourists and vacationers.

Primary interdisciplinary connections:

Language Arts

Science

Math

Arts

21st Century Themes:

Cause and Effect

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Conflict and Resolution

Culture

Geography

Government

Religion

Technology

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Trade

Technology connections:

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Learning Targets

Content Standards:

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Craft and Structure:

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Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

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CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
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.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.3.8.D.1	Engage in simulated democratic processes (legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of

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	different groups of people, and explain why their experiences differed.
6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
6.3.8.CS4	Listen open-mindedly to views contrary to their own
6.3.8.CS6	Demonstrate understanding of democratic values and processes
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate and address issues of gender equality, child mortality, or education.
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).
<p>Unit Essential Questions</p> <p>What are the significant physical features of North America? How has the Mexican culture affected the United States? What major issues do North American countries face today? How has the physical geography been a positive or negative influence on the economy of the region? How do trade and cross-cultural contact affect the cultures of the region today? How is the region trying to improve the standard of living? How does elevation influence climate in the Americas? How do mountains, plateaus, and rivers shape the region? In what ways do Native American ancestry affect cultural diversity? Why is there economic diversity in the Americas? How does the democratic process strengthen the United States.</p>	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • North America has a wide variety of physical features and climates. • The Great Plains of the United States and Canada are rich with valuable energy resources. • The mountains and plateaus of Mexico’s are important to the country’s economy. • Exploring untapped resources can help solve the problem of scarce water in dry areas of Mexico. • European colonization permanently changed the North American continent. • Colonization led to expansion and revolution and a government based on a balance of power. • Mayan and Aztec civilizations made important cultural contributions to Mexico. • The movement of ideas through various media has shaped communication and culture in North America. • The economies of North America are changing due to technologies and have become global. • A growing demand for nonrenewable energy sources has led to exploration for alternative energy sources. • Citizens in the United States and Canada have

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	<p>many right and responsibilities.</p> <ul style="list-style-type: none">• Life in Mexico today blends traditional and modern elements with Native American and Spanish cultures.• Mexico’s economy faces many challenges amidst modern global trends.• Mexico is progressing towards democracy but still faces many obstacles.• Identify the physical features of Central America and the Caribbean.• Explain how Central America and the Caribbean’s geography affected trade.• Discuss the impacts of tourism on the cultures of Central America and the Caribbean.• Identify the physical features of South America.• Describe how geography affects the culture of the native people.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none">• The physical geography of North America.• How exploration and colonization impacted North America.• Why the geography of North America impacted the way people lived.• How the native peoples affected the cultures of North America.• North America Today: cultural diversity, media culture, and changing economy.• North America Today: global issues• Mexico: daily life, impacts of globalization, and reaching towards democracy• Central America and the Caribbean mountains, coastal plains, and rain forests are the main landforms that support the regions economy.• Central America and the Caribbean earthquakes and volcanoes affect daily life and economic activities in the region.	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Identify physical features and climates of North America.</p> <p>Analyze the impact of resources and climate on economic activities.</p> <p>Explain the impact of geographic factors on economic resources.</p> <p>Make connections between Mexico’s geographic features and the country’s economy.</p> <p>Understand the importance of conserving water resources in the Yucatan Peninsula.</p> <p>Summarize the ways in which European settlement in the United States and Canada changed life on the continent.</p> <p>Describe the principles upon which the U.S. Constitution is based.</p> <p>Describe cultural achievements of the Maya and the Aztecs.</p> <p>Identify how diversity has shaped U.S. and Canadian culture.</p> <p>Understand the ways in which culture is shaped by media technology.</p> <p>Identify changes and challenges the U.S. and Canadian economies face.</p>

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<ul style="list-style-type: none">• How European exploration of Central America and the Caribbean led to new trade routes.• Tourists who visit Central America and the Caribbean have a major effect on the economy and resources of the region.• Indigenous food and music of the region influences the world cultures.• Political and economic instability create great challenges for the people of the region.• Conservation and ecotourism provides opportunities for the countries of Central America and the Caribbean to protect their natural resources.• South America contains diverse physical features that affect the people and how they use the land.• The Amazon River supports life in its vast rain forest and its health can influence change across the globe.• Wind and ocean currents influence climate.• How the indigenous peoples lived and their influences.	<p>Understand the relationship between supply and demand for oil and the need for alternative energy sources.</p> <p>Identify the rights and responsibilities of citizens in the United States and Canada.</p> <p>Examine traditional and modern elements of daily life in Mexico.</p> <p>Describe the ways in which globalization has effected Mexico's economy.</p> <p>Explain Mexico's movement toward greater democracy</p> <p>Identify and analyze the main geographic features of Central America and the Caribbean.</p> <p>Analyze the causes and effects of the earthquakes and volcanoes in Central America the Caribbean.</p> <p>Understand how the rain forests of Central America contribute to the economy of the region.</p> <p>Trace the sequence of the development of new trade routes between continents.</p> <p>Compare and contrast the economic resources and paths taken by Cuba and Puerto Rico.</p> <p>Draw conclusions about the effects of tourism on the region.</p> <p>Describe the contributions made by African, European, and indigenous cultures to Caribbean food and music.</p> <p>Analyze the effect of poverty on migration patterns in the Caribbean.</p> <p>Identify and evaluate different points of view on ecotourism in the rain forests on Central America and the Caribbean.</p>
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BRICK TOWNSHIP PUBLIC SCHOOLS

8th Grade Social Studies:

Content Area: Social Studies

Unit Title: Unit Three: Europe

Target Course/Grade Level: 8

Unit Summary

Studying specific regions allows learners to develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. Through a more formal study of history, students continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry and make connections with present and future decisions. The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Culture and experience shape belief systems, which in turn influence people’s perceptions of places and regions throughout their lives. It is essential that students appreciate the diverse values of others in a multicultural world and to engage in accurate and sensitive analysis of people, places, and environments.

Europe, Russia, and the Eurasian republics stretch from the Atlantic Ocean in the west to the Central Asians plains to the east. This region is perhaps the most diverse region in the world encompassing climates from arctic to sub-tropical. These diverse conditions allow for an enormous amount of diversity in cultures, traditions, and languages. This area has a long history of human settlement and is considered the birthplace of Western Civilization. This cultural wealth is used to solidify the European community and has been exported throughout the world in the form of literature, art, and language for centuries. Europe’s rich and diverse cultural heritage continues to flourish today. With such a large number of nationalities compacted into such a small area, Europe strongly supports individual cultural identities and products. The natural resources of Europe, Russia, and the Eurasian republics continue to drive the economies in many resource-rich areas. The European Union (EU) was formed to create a unified structure for social, environmental, military, and economic policies of its member states. Europe is currently experiencing an influx of Middle Eastern immigrants because of the pull factors of some of the economically strong European countries.

Primary interdisciplinary connections:

Technology

Language Arts

Science

Math

Art

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21st Century Themes:

Cause and Effect

Conflict and Resolution

Culture

Geography

Government

Religion

Technology

Tolerance

Trade

Technology connections:

8.1-8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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bill becomes law, how interest rates are raised or lowered).

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CCSS.ELA-LITERACY.RH.6-8.9

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Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

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CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
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.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of

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	different groups of people, and explain why their experiences differed.
6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does physical geography affect European culture? • How is the diversity of Europe reflected in its cultural achievements? • What are the costs and benefits of European unification? • How have size and extreme climates shaped Russia and the Eurasian republics? • What features, such as size and climate, have influenced Russian culture? • How have Russia and the Eurasian republics dealt with recent political, economic, and environmental challenges? • What does Europe offer as a pull factor for immigrants? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Europe is made up of several peninsulas with varied land regions and climates. • The landforms and resources in Europe support many economic activities. • Europe has a great variety of languages, cultures, and cities. • European art, literature, and music have reflected new ways of thinking over the centuries. • The European Union was formed to unite Europe and benefit it economically. • New immigrants are changing Europe • Russia and the Eurasian republics cover a huge area and contain a variety of geographic features. • The extreme climates of this region have an impact on where and how people live. • Russia and the Eurasian republics have plentiful natural resources, but many of them are in remote locations. • The variety of climates in Russia and the Eurasian republics has a major impact on the region's cultures. • Economic problems and the desire for independence caused the Soviet Union to collapse in 1991. • Russia's central government consists of three branches with the president holding the most power. • Oil and natural gas enrich the economies of Russia and several countries around the Caspian Sea.

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Unit Objectives

Students will know...

- The physical geography of Europe, Russia and the Eurasian republics.
- The coastlines, mountains, rivers, and plains of Europe, Russia and the Eurasian republics.
- The natural resources found in Europe, Russia and the Eurasian republics.
- The extreme climates found in Europe, Russia and the Eurasian republics.
- The many languages and cultures practices on the European continent.
- The legacy of the arts in European culture.
- The impact of the Euro and the European Union.
- The factors leading to the Soviet collapse in 1991.
- The energy riches in Russia and the Eurasian republics.

Unit Objectives

Students will be able to...

- Describe the land regions and climates of Europe, Russia, and the Eurasian republics.
- Explain how Europe’s coastline promoted industry, settlement, and interaction with other regions.
- Identify economic activities supported with Europe, Russia, and the Eurasian republics’ landforms and natural resources.
- Describe the human activities that are harming the Mediterranean Sea.
- Draw conclusions about how countries preserve their cultural traditions, language, and heritage.
- Identify the music and arts associated with European traditions.
- Explain why European countries chose to form the European Union.
- Draw conclusions about the effects of the Euro.
- Describe the impact of immigration on the European people and culture.
- Explain how extreme climates affect people’s lives in Russia and the Eurasian republics.
- Locate natural resources in the region and discuss why they are significant.
- Explain how the global climate change is affecting Siberia.
- Describe how the physical geography of the Central Asian plains affects the people who live there.
- Analyze the relationship between climate and culture in Russia and the Eurasian republics.
- Explain the causes and effects of the collapse of the Soviet Union.
- Analyze the structure of Russia’s federal form of government.
- Explain how oil and natural gas contribute to the economies and governments of Russia and the Eurasian republics.

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BRICK TOWNSHIP PUBLIC SCHOOLS

8th Grade Social Studies:

Content Area: Social Studies

Unit Title: Unit Four: Africa and the Middle East

Target Course/Grade Level: 8

Unit Summary:

Africa and the Middle East carry a rich human history. Early humans were first found in the African Rift Valley in Eastern Africa, and the first human civilizations were found in the Tigris and Euphrates river valleys in an area known as Mesopotamia. Africa's diverse geography and climate created hundreds of different cultures and lifestyles throughout the continent. Africa is also home to an amazingly unique animal kingdom and home to the largest animal refuges in the world.

The arid climate in the Middle East created a unique Arab culture that is still practiced today. The Middle East is also home to three of the world's major religions creating tension in the region throughout history. Middle Eastern natural resources greatly influence the global economy. The region is currently faced with challenges such as water scarcity, political instability, and destructive wars.

Today, much of the world's oil comes from the regions of North Africa and Southwest Asia. As a result, many American companies do business in the region. This has created political, social, and economic changes throughout the area.

Primary interdisciplinary connections:

Technology

Language Arts

Science

Math

Art

21st Century Themes:

Cause and Effect

Conflict and Resolution

Culture

Geography

Government

Religion

Technology

Tolerance

Trade

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Technology connections:

8.1-8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Learning Targets

Content Standards:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

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.

CCSS.ELA-LITERACY.RH.6-8.3

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).

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language,

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inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-LITERACY.RH.6-8.8](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

[CCSS.ELA-LITERACY.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.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.

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
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.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.D.4.a	Analyze the push-pull factors that led to increases in immigration and explain why ethnic and cultural conflicts resulted.
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, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
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.
6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for

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	misunderstanding.	
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.	
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none">• How has the varied geography of Africa affected people’s lives?• What historical and geographic factors have influenced the cultures of African regions?• How have conflict and government instability slowed economic development in sub-Saharan Africa?• How have climate and location influenced the region in the past and today?• How have resources and migration shaped culture in Southwest Asia and North Africa?• How has African culture shaped the world?• Why are Southwest Asia’s countries economically diverse?	<i>Students will understand that...</i> <ul style="list-style-type: none">• Sub-Saharan Africa is divided into four parts, each with varied geographic features.• East Africa is best known for the Great Rift Valley and the deep lakes found there.• West Africa’s physical geography includes steppes and highlands as well as tropical coast and dry desert.• Central Africa is defined by the rain forests of the Congo River Basin and a variety of natural resources.• Southern Africa’s physical geography offers opportunities for economic development.• European powers created new colonial borders that ignored the existing borders of traditional African cultures.• African music connects the people to their past and communicates their cultures to the world.• Sub-Saharan Africa has mineral resources that could improve life for its people.• Africa is improving its ability to feed its growing population.• National governments and international agencies are committed to improving health care in Africa by reducing the impact of diseases.• Civil wars involving ethnic and religious groups in Sudan and Somalia have limited progress in these countries.• In 1994, South Africa moved from a minority, racist government to a democratically elected government.• The expansive region of Southwest Asia and North Africa is hot, and water in the region is sometimes scarce.• The Tigris and Euphrates rivers have supported life for thousands of years.• The Arabian Peninsula is primarily desert and	

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	<p>provides a large percentage of the world's petroleum.</p> <ul style="list-style-type: none">• Mesopotamia's early civilization contributed much to other cultures.• Three of the world's most influential religions began in Southwest Asia.• The Nile River has provided a source of water, fertile plains, and transportation for thousands of years.• Trade and migration continue to define Southwest Asia and North Africa.• Dubai is a multicultural and rapidly developing city on the Persian Gulf.• Countries in Southwest Asia and North Africa have varied types of governments.• Israelis and Palestinians have struggled over issues of land, self-rule, and security for many years.• Internal division and wars have caused great problems for Iraq, but a move toward democracy promises a better future.• Afghanistan struggles to define itself and move forward in the modern political world.• Building schools in Afghanistan and other developing countries is critical to the future.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none">• The geography of Africa is diverse with many different ecosystems, climates, and natural resources.• Africa has amazingly diverse wildlife, many species only found on that continent.• Music that originated in Africa has spread around the world in many ways.• There are many languages and cultures on the African continent.• Africa has many prized national resources.• The African continent has experienced many adversities in the form of disease, wars, and famine based upon internal and external conditions.	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Differentiate between the diverse physical geography of the African continent and the Middle East.</p> <p>Understand how Africa and the world are attempting to preserve the natural beauty and wildlife of the continent.</p> <p>Understand how cultural clashes within Africa and the Middle East have created tribal warfare that affects that region and the world.</p> <p>Explain the importance of preserving Africa's unique wildlife.</p> <p>Understand the legacy of colonialism and steps Africa is taking to form stable countries.</p> <p>Understand the role of music in Africa's cultures and its influences around the world.</p> <p>Compare and contrast the minerals and resources</p>

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<ul style="list-style-type: none">• Southwest Asia and Northwest Africa is primarily an arid climate with many deserts.• Early civilizations began in river valleys in the Middle East.• Migration and trade shaped culture in Southwest Asia and North Africa.• Many areas in the Middle East are rich in natural resources.• Tension for reasons such as religion and borders has existed in the Middle East for hundreds of years.	<p>from Africa and understand the economic and political implications created by their sale and distribution.</p> <p>Identify and describe the challenges Africa faces in food production to meet the growing population.</p> <p>Examine the steps Africa is taking to improve health and fight disease in its countries.</p> <p>Describe the features and the significance of the Tigris and Euphrates rivers.</p> <p>Explore the rapid development of Dubai.</p> <p>Analyze the importance of oil in the economies of North Africa and Southwest Asia.</p> <p>Understand the issues that divide Israelis and Palestinians.</p> <p>Analyze the conflict in Iraq and their move towards democracy.</p> <p>Analyze the history and current situation in Afghanistan.</p>
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BRICK TOWNSHIP PUBLIC SCHOOLS

8th Grade Social Studies:

Content Area: Social Studies

Unit Title: Unit Five: Asia, Australia and the Pacific Realm

Target Course/Grade Level: 8

Unit Summary:

The countries in Asia have deep roots in ancient civilizations. They are rich in culture, minerals and spices, which made this area attractive to European nations. Once these Asian countries gained their independence political and religious rivalries threatened their peace and stability. Many governments in the region have overcome their differences. The area has increased their trade and technological developments. The countries of Asia have unique climates that are due to the geography of the region. The links to ancient times can be found in their language and social structure. They are working to increase trade, industrialization and technology; however they face setbacks due to ongoing political and religious conflict. Many of the Asian nations have good trade relationships with the United States- especially since many products are manufactured there. Asia tops the world as far as their population is concerned. This has caused severe social issues and concerns. There are a vast variety of ecosystems in Asia and a significant number of unique animals and species of plants. However, some of these are endangered due to urbanization and deforestation.

In Australia and the Pacific Realm there is a sparse population. These nations have developed close economic relationships with each other. The Antarctic lacks a permanent population, but has provided remarkable information to scientists regarding climate and resources. There is a vast geography of the region and it provides unique opportunities for economic growth, tourism and scientific research. Climate ranges impact human activities. Their societies have been shaped by both indigenous and western cultures. The agricultural exports of Australia and New Zealand are among the world's leaders. Many visitors go to the area to see the varied animal and plant species. The human activities threaten the environment.

Primary interdisciplinary connections:

Science

Language Arts

Math

The Arts

21st Century Themes:

Cause and Effect

Conflict and Resolution

Culture

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Geography
Government
Religion
Technology
Tolerance
Trade

Technology connections:

Use of digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Learning Targets

Content Standards:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

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.

CCSS.ELA-LITERACY.RH.6-8.3

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).

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary

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specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

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).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.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.

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
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.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.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

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6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
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, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' 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.
6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
6.3.8.CS4	Listen open-mindedly to views contrary to their own.
6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does South Asia's geography affect how people in the region live? • How is diversity reflected in South Asia's cultures? • What factors help create the unique Indian culture? • What are some effects of South Asia's rapid changes? • How did geographic factors affect population distribution? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • That South Asia has key physical features such as mountains, rivers, and a delta • The mountains of South Asia create a unique challenge for its people. • Seasonal monsoons provide water for crops and bring fresh soil to farmland. • The advances of the Green Revolution had both positive and negative effects. • People had contributed to the problems affecting the Ganges River.
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| <ul style="list-style-type: none">• What influences, beliefs, and encounters helped shape South Asian regions?• How do traditions and modernization create a unique way of life in East Asia?• What problems does East Asia face today, and what are its opportunities?• What are the geographic conditions that divide Southeast Asia into many different parts?• How have local traditions and outside influences shaped cultures in Southeast Asia?• How are Southeast Asia's governments trying to unify their countries?• How did the geographic isolation influence the development of this region?• How did the geographic isolation shape the history of Australia and the Pacific Realm?• How are Australia, the Pacific Realm, and Antarctica becoming connected to the rest of the world?• How has Polynesian culture shaped the world? | <ul style="list-style-type: none">• South Asia faces a water crisis because of pollution, water scarcity, and flooding.• Ancient civilizations developed around river systems.• Hinduism unifies its followers through a wide variety of religious beliefs, while traditions blend with modern practices.• The democratic government of India faces many challenges in governing more than one billion citizens.• Many factors have contributed to India's economic growth and challenges.• Pakistan has alternated between democratic and militaristic governments.• China's large river systems support large populations• East Asia's physical features influence where people live.• Japan is a mountainous island country with limited natural resources.• Although North and South Korea and similar geographically they are divided politically.• Mongolians have adapted to live in a harsh, dry environment.• Powerful families ruled and shaped ancient China for about 2,000 years, all while Confucius influenced Chinese for about the same amount of time.• Good and ideas were spread on the Silk Roads, which connected China with much of the world.• The Chinese Communist Party changed life for the people in the People's Republic of China.• Japan developed into an industrialized nation, yet its economy has recently been dropping.• Buddhism and other religions spread throughout East Asia.• Chinese inventions and technologies continue to influence the world.• Shanghai has seen growth in building and population.• Anime reflects both Japanese and Western cultures.• China has become a leader in global economy. |
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- Taiwan is a democratic country.
- Southeast Asia is a mountainous region with both mainland and island countries.
- Southeast Asia's river systems that support life in many ways, as do their mountains and rainforests that provide many resources.
- The Foja Mountain of Indonesia may be home to unidentified plant and animals.
- Southeast Asia was developed as an important trade location, which led to its colonization.
- Religions of Southeast Asia have been shaped by local and outside influences.
- Thai culture today reflects traditional foundations and modern influences.
- Southeast Asian countries are working to protect endangered species.
- Geographic and ethnic divisions make unification difficult.
- Singapore has grown economically due to its geography and economic policies.
- Australia, The Pacific Realm, and Antarctica are geographically isolated.
- Australia and The Pacific Realm have plants and animals that are exclusive to the region.
- Physical processes helped form the Pacific islands over a long period of time.
- The Great Barrier Reef is marine ecosystem that is threatened by human activities.
- The first people to inhabit the Pacific Realm developed specific skills to adapt to life on the islands.
- Most Australians live in coastal cities and many have migrated from rural areas.
- Australia has a diverse variety of cultures.
- Polynesian people maintain cultural traditions while migrating to urban areas.
- Trade is a source of economic growth for Australia, New Zealand, and the Pacific Realm.
- New Zealand protects its culture and environment while developing new uses for natural resources.

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Unit Objectives

Students will know...

- The physical features and resources of South Asia.
- How geography shaped early civilizations.
- How diversity is helping to change religions, traditions, cultures, and daily life in South Asia.
- The governmental and economic makeup of South Asia.
- Why urbanization impacted the region.
- The physical features and resources of East Asia.
- Early dynasties developed early governmental systems.
- Trade impacted the region and the world.
- The historical impacts on Japan and Korea.
- How religious traditions and modernizations affect the culture of East Asia.
- That East faces both governmental and economic challenges and opportunities.
- The physical features and resources of Southeast Asia.

- How physical barriers in Southeast Asia influenced human history.
- That local traditions and outside influences shape religions, languages, and cultures throughout the region.
- Why the economies and governments of Southeast Asia face challenges.
- The physical features and resources of Australia, The Pacific Realm, and Antarctica.
- Why the isolation of Australia and

Unit Objectives

Students will be able to...

- Identify physical features and climates of South Asia.
- Analyze how South Asia's physical features, climate, and water systems affect its population patterns.
- Analyze the South Asian seasonal monsoons and evaluate how people in the region have adapted to them.
- Analyze the impact of the Green Revolution on India's economy and environment.
- Explain the causes and effects of pollution in the Ganges River, and describe conservation efforts toward its improvement.
- Analyze the extent of South Asia's water problem, including pollution, drought, and flooding.
- Identify the geographic features that influenced ancient civilizations.
- Compare the characteristics of the major religions of South Asia.
- Analyze the importance of Hinduism as a religion and a unifying feature of the culture of South Asia.
- Identify and describe some ancient traditions that are still an important part of modern culture in South Asia.
- Describe cultural aspects of South Asia.
- Examine the structure of India's government and draw conclusions about the challenges India faces as the world's largest democracy.
- Determine the factors that have contribute to India's rapid economic growth.
- Identify the effects of rapid urbanization.
- Analyze the effects of Pakistan's governments.
- Analyze the cause and corrections of Bangladesh's poverty issues.
- Analyze how East Asia's physical features

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<p>The Pacific Realm shaped the cultures of the peoples.</p> <ul style="list-style-type: none">• How Australia, The Pacific Realm, and Antarctica connect to the rest of the world.• The economic changes that are developing in the region	<p>and climate affected the peoples.</p> <ul style="list-style-type: none">• Explain how rivers benefit the people of China.• Compare North and South Korea.• Explain how the people of Mongolia have adapted to their desert country.• Identify the main ideas of Confucianism how it influenced Chinese society.• Evaluate the importance of the Silk Roads in transforming goods and ideas.• Analyze how and why Japan industrialized.• Explain how Korea developed a distinct culture.• Describe how religious traditions have blended in East Asia.• Describe anime and magna and why they have become so popular.• Explain how China has become a leader in the global economy.• Describe Taiwan’s government and economy and explain its relationship to China.• Explain why Japan’s economy has declined and identify the country’s challenges.• Compare the different governments of North and South Korea.• Identify the physical features of Southeast Korea.• Understand how Southeast Asia’s influence life.• Draw conclusions about how geographic conditions affect life in the island nations.• Analyze the role of physical geography and culture.• Identify the prominent religions of Southeast Asia.• Analyze how Thailand’s culture is influenced by traditional practices and modern life.• Compare governmental issues of Indonesia, Malaysia, and the Philippines.• Analyze how Singapore’s free market is
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	<p>related to its economic success.</p> <ul style="list-style-type: none">• Explain how media affects the culture of the region.• Identify the physical features in Australia, The Pacific Realm, and Antarctica.• Analyze the impact of geographic isolation.• Describe the physical processes that formed the Pacific islands.• Synthesize information about climate change and human action on the Great Barrier Reef.• Analyze causes of rural to urban migration and describe how Australia has been shaped by immigration.• Analyze the history and culture of Polynesia.• Examine the history of human involvement in Antarctica.• Understand how trade has influenced the economies of Australia, New Zealand, and the Pacific Realm.• Analyze the impact of tourism.• Examine how New Zealand protects its cultural heritage and develops its renewable energy resources.
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BRICK TOWNSHIP PUBLIC SCHOOLS

Evidence of Learning

Formative Assessments:

- One Minute Essay
- Graphic Organizers
- Oral Questioning
- Geographic Representations (Map Usage)
- Open Ended Questions
- Hand signals
- Turn to your partner
- Portfolio Check
- Index Card Summaries / Questions
- Journal Entry
- Observations
- Think-Pair-Share
- Ticket to leave
- Web / Concept Map
- Exit card
- Quiz

Summative Assessments:

- * Research Simulation Tasks
- Section Quizzes
- Chapter Tests
- Unit Assessments
- Timeline Construction
- Presentations

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP / 504 plans for modifications
- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Tiered Assignments

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Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- History Channel
- TED ED
- Online Textbook
- Achieve3000
- Brain Pop
- National Geographic Online
- CNN 10
- Flocabulary

Teacher Notes:

The geography and world cultures curriculum is organized to cover the physical and cultural geography, and the current events in each of the major regions of the world.

The eighth curriculum should also include information about Holocaust and Genocide events through history.

Teachers need to provide information about national days of remembrance (such as 9/11).

Teachers will also teach the skills necessary for students to cite evidence in primary source evaluation in order to complete research simulation tasks.