

Trimester	Unit 1	Recommended Instructional Days
Trimester 1	<b>The Three Rs: Respect, Responsibility and Rules</b>	20 Teaching Periods
<p><b>NJSLS - United States History:</b> America in the World 6.1  <b>Disciplinary Strand:</b> Civics, Government, and Human Rights  <b>Disciplinary Concept:</b> Civics and Political Institutions, Processes and Rules, Civic Mindedness</p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-SS within Unit</b></p>
<p><b>Core Ideas:</b></p> <p><i>Local community and government leaders have roles and responsibilities to provide services for their community members.</i></p> <p>Rules for all to live by are a result of the actions of government, organizations, and individuals.</p> <p>The actions of individuals and government affect decisions made for the common good.</p> <p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p> <p>When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</li> <li>• 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</li> <li>• 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</li> <li>• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li> <li>• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>• 6.1.2.CivicsPI.6: Explain what government is and its function.</li> <li>• 6.1.2.CivicsPR.1: Determine what makes a good rule or law.</li> <li>• 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are</li> </ul>	

	<p>necessary at home, in schools, and in communities.</p> <ul style="list-style-type: none"><li>• 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good</li><li>• 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</li><li>• 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li><li>• 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li><li>• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li><li>• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li><li>• 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li></ul>	
<p><b>Core Ideas:</b></p>	<p><b>Performance Expectation:</b></p>	

<p align="center"><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b> Civics, Government and Human Rights  <b>Disciplinary Concept:</b> Participation and Deliberation, Global Interconnections</p>		
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard.</li> <li>Global interconnections occur between human and physical systems across different regions of the world.</li> </ul>	<p><b>Performance Expectation:</b></p> <p>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p> <ul style="list-style-type: none"> <li>6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</li> <li>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</li> </ul>	<p><b><u>Essential Question/s:</u></b></p> <ol style="list-style-type: none"> <li>Who am I?</li> <li>How am I special and how am I different from others?</li> <li>How can we accept ourselves as we are?</li> <li>How should I treat others?</li> <li>What are my responsibilities to myself and to others?</li> <li>Why do we need rules?</li> <li>How do my actions change the way people think about me?</li> <li>How can I be a good citizen?</li> </ol> <p><b><u>Activity Description:</u></b> By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>Utilize content-specific vocabulary</li> <li>Explain how rules and laws can protect people</li> <li>Create and/or identify classroom rules</li> <li>Follow classroom rules</li> <li>Determine how “fairness,” “equality,” and the “common good” have influenced change.</li> <li>Explain rights and responsibilities they have as students and citizens</li> <li>Practice those rights and responsibilities</li> <li>Complete classroom jobs</li> <li>Describe why it is important to understand the perspectives of other cultures.</li> <li>Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ol>

		<ol style="list-style-type: none"> <li>11. Listen attentively</li> <li>12. Engage in discussions</li> <li>13. Revise writing</li> <li>14. Use publishing software</li> <li>15. Work independently and collaboratively</li> <li>16. Conduct research</li> <li>17. Present information</li> </ol>
<p><b>Social Studies Practices</b></p>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul> <p><b><u>Interdisciplinary Connections to ELA:</u></b></p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		<p><b><u>Suggested Learning Activities:</u></b></p> <ul style="list-style-type: none"> <li>● All About Me Project</li> <li>● Listen to read-aloud books</li> <li>● Read various fiction and nonfiction texts related to units.</li> <li>● Students will ask and answer 5W questions about the text.</li> <li>● Formulate, learn and follow classroom and school rules.</li> <li>● Visit community organizations to further understand how rules help us to be safe.</li> <li>● Compare and contrast how students are similar and different</li> <li>● Describe what it means to be a good citizen in the classroom and in the community.</li> <li>● “Conversation Circles” where students can develop speaking &amp; listening skills related to relevant texts, videos, photographs, documents related to the unit. Discuss themes of fairness, diversity, equality, respect, tolerance and acceptance.</li> <li>● What is Ableism?</li> <li>● Create “community member” characters with students (ex: mayor, town council, first responder, teacher, public works employees, other citizens). In complete sentences, students will describe the character’s role and responsibilities in the community.</li> <li>● Have students in groups discuss jobs around the classroom students can have and why they are important (ex. - door holder, librarian, line leader, etc.). As a whole group create a list of class jobs along with expectations for each job and how they contribute to the classroom community.</li> <li>● Small and large group discussions</li> </ul>

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Cooperative learning
- Turn and talk
- Read-alouds
- Create anchor charts such as creating classroom rules
- Complete a graphic organizer
- Listening center
- Writing center
- Reading Center
- Analyze images
- “Enemy Pie” friendship project

**Interdisciplinary Connections:**

**Physical Education**

- Understand rules for different games; discuss why we have those rules
- Discuss good sportsmanship & respect for Coaches, Teammates & Officials

**ELA**

- Read non-fiction texts to aid in understanding of topic being learned
- Write slogans
- Write or copy classroom rules
- Write a letter to the mayor to discuss a need for your neighborhood

**Science**

- Look at and discuss environmental rules/regulations

**21 st Cent. Life & Career**

- Collaborate on creating rules for the classroom

<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>
<ul style="list-style-type: none"> <li>● Self- awareness</li> <li>● Social Awareness</li> <li>● Self- Management</li> <li>● Relationship Skills</li> <li>● Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>● Utilize positive communication and social skills to interact effectively with others.</li> </ul>

	<ul style="list-style-type: none"> <li>Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Whole group discussion/informal question and answering</li> <li>Reflection on the importance of classroom/society rules and laws</li> <li>Creating a list of rules in different environments (school, home, library, supermarket, etc.)</li> <li>Students actively follow classroom rules and teacher feedback/intervention when necessary throughout the school day.</li> </ul>		<b>Benchmarks/ Summative Assessments:</b> <ul style="list-style-type: none"> <li>Guided and/or interactive writing exercises about respect and responsibilities</li> <li>Student-created posters about respect and responsibilities.</li> <li>Student responses to social studies journal prompts.</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>Read aloud books; Picture books</li> <li>Community Helper puppets</li> <li>Then &amp; Now Cards</li> <li>Desk Maps</li> <li>Amistad Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Skill building activities</li> <li>Videos</li> <li>Leveled Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Bilingual dictionary</li> <li>Modified assessments and/or rubric</li> <li>Wieser Educational History Shorts</li> <li>Videos in their native</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud books</li> <li>Picture books</li> <li>Leveled readings</li> <li>Novels; periodicals</li> <li>Leveled Assessments</li> <li>Enrichment activities &amp; projects</li> </ul>

<ul style="list-style-type: none"> <li>• Holocaust &amp; Genocide Education Curriculum</li> <li>• <i>Enemy Pie</i> read-aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Choice Boards</li> </ul>	<p>language</p> <ul style="list-style-type: none"> <li>• Pearson’s Pacemaker Series</li> <li>• Shorts</li> <li>• NewsELA</li> </ul>	<ul style="list-style-type: none"> <li>• Choice Boards</li> <li>• Inquiry projects</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Novels, periodicals, maps, artifacts</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>• Provide individual instruction as needed</li> <li>• Modify assessments and/or rubrics</li> <li>• Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Skill building activities</li> <li>• Leveled Assessments</li> <li>• Choice Boards</li> <li>• Multi-sensory (VAKT) approach during instruction</li> <li>• Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Modified activities</li> <li>• Extend time requirements</li> <li>• Preferred seating</li> <li>• Checks for understanding/review</li> <li>• Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting &amp; acceleration</li> <li>• Leveled readings</li> <li>• Leveled Assessments</li> <li>• Enrichment activities &amp; projects</li> <li>• Choice Boards</li> <li>• Inquiry projects</li> </ul>

	<ul style="list-style-type: none"> <li>● Modify test content and/or format</li> <li>● Retakes</li> <li>● Additional time</li> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>	<ul style="list-style-type: none"> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	
--	--	--	--

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> <li>● Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>● Standard 9.3: Career and Technical Education</li> <li>● Standard 9.4 Life Literacies and Key Skills</li> </ul>	<p><b>Disciplinary Concepts:</b></p> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>	
	<p><b>Core Ideas:</b></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines</p>

		the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.
	<i>Performance Expectation/s:</i>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee</li> <li>● Demonstrate creativity and innovation</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>● Use technology to enhance productivity, increase collaboration, and communicate effectively</li> <li>● Work productively in teams while using cultural/global competence</li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
---	---	---	--	---	---	--	--	---