

Trimester	Unit 3	Recommended Instructional Days
2-3	Geographic Understanding: Communities Around the Nation and the World	20 Teaching Periods
<p>NJSLS - United States History: America in the World 6.1 Disciplinary Strand: 6.1 U.S.History: American 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</p> <p>Disciplinary Concept: The study of Geography includes concepts such as</p> <p style="text-align: center;">People and the Environment (Geo) Spatial Views of the World (SV) Human Population Patterns (PP) Human Environment Interaction (HE) Global Interconnections (GI)</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>
<p>Core Ideas:</p> <ul style="list-style-type: none"> ● Physical and human characteristics affect where people live (settle). ● A map is a symbolic representation of selected characteristics of a place. 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> ● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). 	

<ul style="list-style-type: none">● Geographic data can be used to identify cultural and environmental characteristics of places● Environmental characteristics influence the how and where people live.● Global interconnections occur between human and physical systems across different regions of the world	<ul style="list-style-type: none">● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).● 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other	
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	<p>environmental characteristics affect people's</p>	
<p align="center">NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: 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.</p> <p>Disciplinary Concept:The study of Geography includes concepts such as People and the Environment (Geo) Spatial Views of the World (SV) Human Population Patterns (PP) Human Environment Interaction (HE) Global Interconnections (GI)</p>		
<p>Core Ideas:</p> <ul style="list-style-type: none"> Global interconnections occur between human and physical systems across different regions of the world. 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> 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. 	<p>Essential Question/s:</p> <ul style="list-style-type: none"> What are the communities that I belong to? What is the environment? How am I affected by where I live, my environment? How do I affect the environment? What is climate and why is it changing? Do people in different communities have different needs and wants? Why (not)? What tools can help me to find people and places? What do maps, globes and other geographic tools teach us about the world? <p>Activities:</p>

	<ul style="list-style-type: none"> 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions 	<ul style="list-style-type: none"> Small and large group discussions Identify and explain which communities they belong to Use maps and other geographic tools to locate and to compare communities Explain how geography affects how we live Solve problems related to the environment/geography Identify different types of maps and globes Use different types of maps and globes Explain the difference between maps and globes Locate my school, my home, my street, my town, and my State using geographic tools Use Googleearth and maps to view your school, community, state, nation and world View images of Bayonne, the State of New Jersey and the world Draw pictures of your school, your street and your community Conduct guided research about climate change Propose solutions to climate change: what can I do? what can my school do? Create a map Select and/or draw pictures of natural resources and landforms Label natural resources and landforms Give directions Read and color pages in Bayonne Activity Book view Brainpop Jr. on related topics Conduct research Create a map Mapping activities: climate, resource and physical maps Research different communities Jigsaw about the different communities Analyze travel brochures or websites about different communities Identify select landforms and natural resources
Social Studies Practices		
<ul style="list-style-type: none"> Developing Questions and Planning Inquiry Gathering and Evaluating Sources (sourcing; contextualization; corroboration) Seeking Diverse Perspectives Developing Claims and Using Evidence Presenting Arguments and Explanations Engaging in Civil Discourse and Critiquing Conclusions Taking Informed Action 		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<ul style="list-style-type: none"> Self- awareness Social Awareness 	<ul style="list-style-type: none"> Recognizing the importance of self-confidence in 	

<ul style="list-style-type: none">● Self- Management● Relationship Skills● Responsible Decision-Making	<p>handling daily tasks and challenges.</p> <ul style="list-style-type: none">● Demonstrate an awareness of the expectations for social interactions in a variety of ways.● Demonstrate an understanding of the need for mutual respect when viewpoints differ.● Recognize the skills needed to establish and achieve personal and educational goals.● Utilize positive communication and social skills to interact effectively with others.● Develop, implement, and model effective problem solving and critical thinking skills.	<ul style="list-style-type: none">● Explain climate● Describe how climate, landforms and natural resources affect where and how we live● Use a Venn Diagram: different communities● Guided and/or interactive writing exercises about how communities are alike and how they are different● Shared or guided informative or narrative writing piece: about a different community, or how Bayonne is similar and different from ..., or where would they live and why, or the benefits of living in a particular community <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">● Learn about animals and assorted natural resources in different communities/environments (SCI)● Research what crops people grow in different communities (SCI)● Draw a picture of a place you love (ART)● Visit Newark Bay or the Hudson River (PHYSED)● Create a travel brochure (ELA, ART, SCI) <p>Connections to ELA-NJSL-Reading:</p> <ul style="list-style-type: none">● NJLSA.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.● NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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- NJLSA.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
- NJLSA.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.
- NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJLSA.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.
- NJLSA.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.
- NJLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Connections to ELA-NJSL-Writing:

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

- NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLA.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.
- NJSLA.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.
- NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLA.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.

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> ● Class discussion & participation ● Observations/Conferences ● Classwork activities ● Graphic Organizers ● Group activities ● Student journals/reflections ● Exit tickets ● Quizzes ● Guided and/or interactive writing exercises ● Readers Notebook ● Anecdotal records ● Graphic organizers ● activities/assessments in read alouds 		Benchmarks: <ul style="list-style-type: none"> ● Written or oral assessments ● Read Aloud worksheets Summative Assessments: <ul style="list-style-type: none"> ● Projects: communities around the world ● Presentations ● Read aloud worksheets/activities 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Read aloud books; Picture books ● Community Helper puppets 	<ul style="list-style-type: none"> ● Skill building activity ● NewsELA ● Videos ● Leveled Assessments 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Wieser Educational History Shorts ● Videos in their native 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects

<ul style="list-style-type: none"> • Then & Now Cards • Desk Maps • Amistad Curriculum • Holocaust & Genocide Education Curriculum • NewsELA 	<ul style="list-style-type: none"> • Choice Boards 	<p>language</p> <ul style="list-style-type: none"> • Shorts • NewsELA • Read Alouds: 	
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, SeeSaw, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Raz Plus <p>Other:</p> <ul style="list-style-type: none"> • Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic 	<ul style="list-style-type: none"> • Skill building activities • Leveled Assessments • Choice Boards 	<ul style="list-style-type: none"> • Modified activities • Extend time requirements • Preferred seating 	<ul style="list-style-type: none"> • Curriculum compacting & acceleration • Leveled readings • Leveled Assessments • Enrichment activities & projects • Choice Boards

<ul style="list-style-type: none"> ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers 	<ul style="list-style-type: none"> ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Inquiry projects
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<p>NJSLS CAREER</p>	<p>Disciplinary Concepts:</p>
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<p>READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 	
	<p><i>Core Ideas:</i></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p><i>Performance Expectation/s:</i></p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>

	Career Readiness, Life Literacies, & Key Skills Practices
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee ● Demonstrate creativity and innovation ● Utilize critical thinking to make sense of problems and persevere in solving them ● Use technology to enhance productivity, increase collaboration, and communicate effectively ● Work productively in teams while using cultural/global competence

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>