

Trimester	Unit 1	Recommended Instructional Days
1	Me & My Government	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 civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.</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"> ● In a representative democracy, individuals play a role in how government functions. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. ● 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). 	

<ul style="list-style-type: none">● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.● Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.● It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.● Individuals have the right to be safe and not to be bullied or discriminated against.● Certain dispositions help individuals contribute to the health of American	<ul style="list-style-type: none">● 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.● 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.● 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.● 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.● 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to	
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<p>democracy.</p> <ul style="list-style-type: none">● Interactions of people and events throughout history have shaped the world we experience today.	<p>violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <ul style="list-style-type: none">● 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.● 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.● 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.	
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	<ul style="list-style-type: none">● 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.● 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.● 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.● 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United	
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	<p>States Constitution, the Bill of Rights).</p>	
<p align="center">NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand:</p> <p>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:Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.</p>		
<p>Core Ideas:</p> <ul style="list-style-type: none"> When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> 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>Essential Question/s:</p> <ul style="list-style-type: none"> What makes a rule or law bad? What is the purpose of government? How can I be a good citizen? <p>Activities:</p> <ul style="list-style-type: none"> Small and large group discussions Brainstorm fair rules to create a “class constitution.” Discuss with students why the rules are fair or unfair. Teacher’s can extend activity to other situations such as the lunchroom, hallway, or playground to further the discussion. Students sign their “class constitution.”

<p style="text-align: center;">Social Studies Practices</p>		<ul style="list-style-type: none"> ● Present students with a list of “fair” and “unfair” classroom rules. In small groups, have students sort the rules into two lists: fair and unfair. As a group, students will debate and discuss why certain rules are considered fair, while others are not. Each group can present their findings to other groups in the class. ● View images of the US Constitution and other historical documents such as the Mayflower Compact and the Bill of Rights ● Explain the purpose of compacts such as constitutions ● Describe how the ideas found in these document still influence us today ● Compare and contrast rules and laws ● Explain how rules, laws and the government can protect people and serve the common good ● Follow classroom rules ● Determine how “fairness,” “equality,” and the “ common good” have influenced change ● Identify characteristics of good citizens ● Create a citizenship pledge ● Create a citizenship handbook ● Research about leaders and/or community helpers ● Read and color pages in Bayonne Activity Book ● view Brainpop Jr. on related topics ● Explore the three branches of government using a variety of text, video, and audio sources. ● Create a “government tree” showcasing the different people and responsibilities of each branch of government. ● Stage a mock election for a government leader or fictional student government role. In groups, students will evaluate the characteristics, experience, and knowledge of each candidate. Students will write an argumentative response including evidence to support their claims. ● Read about leaders from the past ● Analyze images of active citizenship
<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 		
<p style="text-align: center;">Social and Emotional Learning: Competencies</p>	<p style="text-align: center;">Social and Emotional Learning: Sub-Competencies</p>	
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need 	

	<p>for mutual respect when viewpoints differ.</p> <ul style="list-style-type: none">● 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">● Conduct research about real people and fictional characters that used their rights to improve their community and Nation● Present this information● Create a picture book highlighting active citizenship and cooperation● Read and discuss various age appropriate picture books related to how governments and people can participate in making a difference in their community.● Role play conflict resolution● Students will write a first person narrative describing how they can be good citizens● Write a Thank You letter to someone who has been a good citizen● Writers Notebook: Why is it important to work together to resolve conflicts?*● Invite in a guest speaker to discuss/explain voting and why it matters● Invite in a guest speaker from City Hall● Visit City Hall <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">● Write Thank You Cards (ELA)● Make a mosaic/mural of active citizenship (ART)● Create a word wall, a word cloud or a found poem about active citizenship or a people cooperating community (ELA) <p>Connections to ELA-NJSLS-Reading:</p> <ul style="list-style-type: none">● 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.
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- 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.
- 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:

- NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLA.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>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> ● Presentations on citizens ● Class “mural” of citizenship ● Graphic organizers ● Develop classroom rules and consequences ● Activities/assessments in read alouds ● Writing activities 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● Vocabulary Quiz ● Read Aloud worksheets ● Classroom Constitution <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Project: Citizenship handbook 	
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: 	
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Supplemental Resources

Technology:

- Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, SeeSaw, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Raz Plus

Other:

- Novels, periodicals, maps, artifacts

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

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 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 	<p>Disciplinary Concepts:</p> <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>Core Ideas:</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>Performance Expectation/s:</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) •</p>

		Information and Media Literacy (IML) • Technology Literacy (TL)
	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)								
X	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>