

Trimester	Unit 2	Recommended Instructional Days
1 (and whenever appropriate throughout the year)	Our History & Heritage	20 Teaching Periods
<p><b>NJSLS - United States History: America in the World 6.1 Disciplinary Strand:</b></p> <p>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><b>Disciplinary Concept:</b> The study of History, Culture and Perspectives (History) includes concepts</p> <ul style="list-style-type: none"> <li>• Continuity and Change (CC)</li> <li>• Understanding Perspectives (UP)</li> <li>• Historical Sourcing and Evidence (SE)</li> <li>• Claims and Argumentation (CA)</li> </ul>		<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>Historical timelines put events in chronological order to help people understand the past.</p> <p>Understanding the past helps to make sense of the present.</p> <p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts and cultures.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</li> <li>• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American</li> </ul>	

<p>The nature of history involves stories of the past preserved in a variety of sources.</p> <p>Historians create arguments outlining ideas or explanations based on evidence.</p> <p>Events may be viewed differently based on one's perspective.</p> <p>Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.</p> <p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<p>identity has evolved over time.</p> <ul style="list-style-type: none"><li>● 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</li><li>● 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</li><li>● 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</li><li>● 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</li></ul>	
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<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> 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><b>Disciplinary Concept:</b>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</p>		

<p>actually work, which requires an understanding of political systems and defining and addressing public problems.</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> </ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>Why do we celebrate national holidays and heroes in our country?</li> <li>What is a symbol?</li> <li>What is a monument?</li> <li>How does understanding the past help us understand the world today?</li> <li>What tools can we use to learn about the past?</li> <li>Why is our classroom a diverse place?</li> <li>Why is it important to understand and appreciate differences among people and cultures?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Small and large group discussions</li> <li>Explain how the past was different from the present</li> <li>Show and explain how people, places and/or things have changed and how they are the same</li> <li>Discuss how cultures are alike and how they are different</li> <li>Identify American holidays, symbols and monuments</li> <li>Discuss why we celebrate national holidays</li> <li>Discuss why we have symbols and monuments</li> <li>Explain how holidays, symbols and monuments are part of American culture</li> <li>Celebrate holidays</li> <li>Identify characteristics of our national heritage by examining stories of select individuals from folklore, history and/or fiction</li> <li>Sort photos from the past and the present</li> <li>Compare and contrast these images</li> <li>Write captions for these images</li> </ul>
<p style="text-align: center;"><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>		

		<ul style="list-style-type: none"> <li>● Create a timeline of key historical relevant to our community. Encourage students to practice verbs that imply past, present, and future.</li> <li>● Read about famous people from New Jersey and their impact on our history</li> <li>● Create a history “Hall of Fame”</li> <li>● Read and color pages in Bayonne Activity Book</li> <li>● view Brainpop Jr. on related topics</li> <li>● Encourage students to practice verbs that imply past, present, and future</li> <li>● Create a photo timeline showing change over time</li> <li>● <a href="#">Bayonne Then and Now</a></li> </ul>
<p><b>Social and Emotional Learning: Competencies</b></p>	<p><b>Social and Emotional Learning: Sub-Competencies</b></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> <li>● Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Presentations on my family; holidays; symbols (MU)</li> <li>● Holiday-Halloween: Spiders/Bats (SCI/MA/ELA/ART/TECH/MU)</li> <li>● Holiday-Veteran’s Day: American Symbol Project (ART/ELA/MA/TECH/MU)</li> <li>● Holiday-Thanksgiving: My Favorite Foods (SCI/ELA/MA)</li> <li>● Holiday-Thanksgiving: I Am Thankful For Project</li> <li>● Family Tradition/Holiday Project (ART/ELA)</li> <li>● Holidays Around the World (ART/ELA)</li> <li>● Holiday-December: Gingerbread Project (ART/ELA)</li> <li>● Holiday- New Year’s: My New Year’s Resolution (ART/ELA)</li> <li>● Holiday-Martin Luther King Jr. Day (TECH/ELA)</li> <li>● Community helpers: write a Thank You card (ELA)</li> </ul> <p>Connections to ELA-NJSLS-Reading:</p> <ul style="list-style-type: none"> <li>● 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</li> </ul>

		<p>writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"><li>● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li><li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li><li>● 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</li><li>● 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.</li><li>● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</li><li>● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</li><li>● 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.</li><li>● 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.</li><li>● NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li></ul> <p><b>Connections to ELA-NJSLS-Writing:</b></p>
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- 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.	
<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><u>Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Presentations</li> <li>● Graphic organizers</li> <li>● Anecdotal records</li> <li>● Activities/assessments in read alouds</li> <li>● Writing activities</li> </ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"> <li>● Read Aloud worksheets</li> <li>● Writing activities</li> </ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Picture book: Our City</li> <li>● Read aloud worksheets/activities</li> <li>● Symbols project</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</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 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> </ul>	<ul style="list-style-type: none"> <li>● Skill building activity</li> <li>● NewsELA</li> <li>● Videos</li> <li>● Leveled Assessments</li> <li>● Choice Boards</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 language</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled readings</li> <li>● Novels; periodicals</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>• Desk Maps</li> <li>• Amistad Curriculum</li> <li>• Holocaust &amp; Genocide Education Curriculum</li> <li>• NewsELA</li> </ul>		<ul style="list-style-type: none"> <li>• Shorts</li> <li>• NewsELA</li> <li>• Read Alouds:</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, SeeSaw, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Raz Plus</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> </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> </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> </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 assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <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>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal</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> </ul>
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<ul style="list-style-type: none"> <li>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>	<ul style="list-style-type: none"> <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><i>Core Ideas:</i></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 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><b><i>Performance Expectation/s:</i></b></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>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee</li> </ul>	

	<ul style="list-style-type: none"> <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>
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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>
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