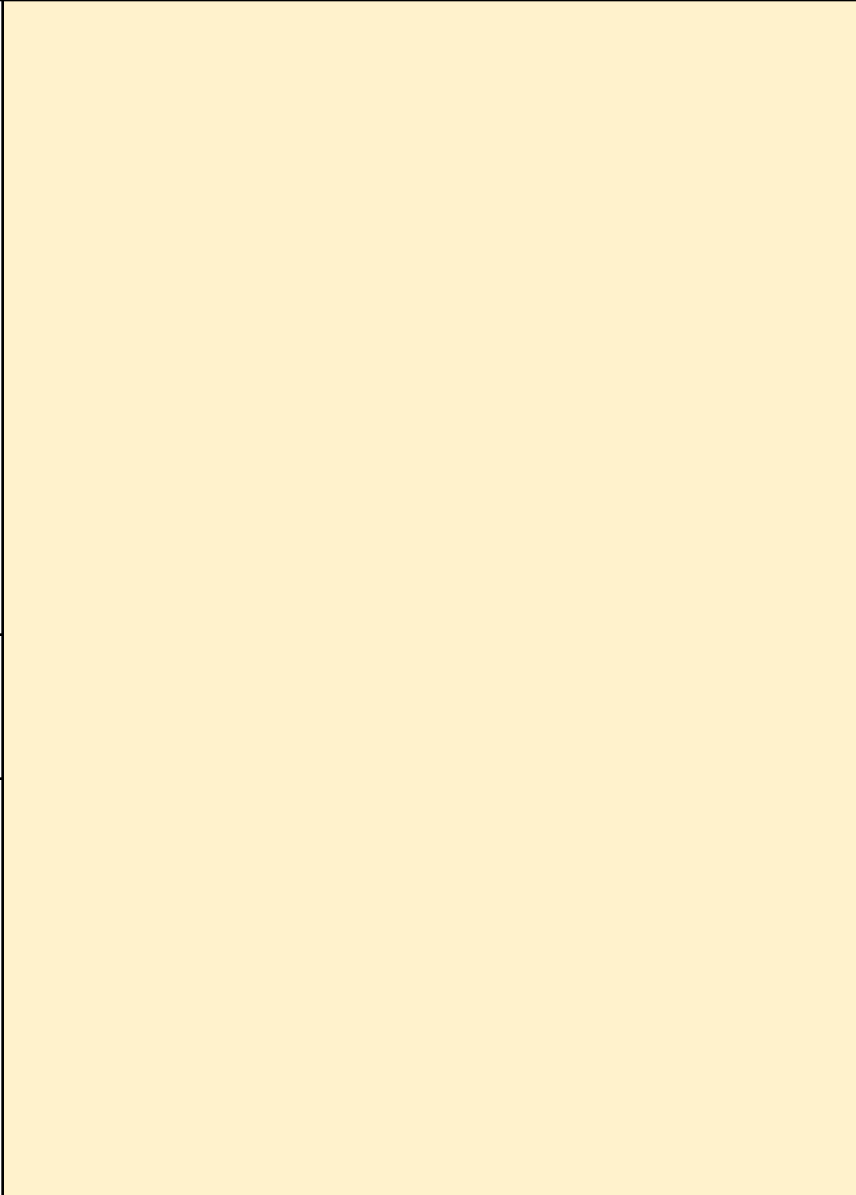


Marking Period	Unit Title	Recommended Instructional Days
2	Era 2: Colonization and Settlement (1585–1763)	35 - 45
<p align="center">NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-SS within Unit</p>
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	
<p>In a representative democracy, individuals play a role in how government functions.</p>	<p>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.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p>	
<p>In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<p>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.</p>	
<p>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</p>	<p>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p>	

	<p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p>	
<p>Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</p>	<p>6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p>6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p>	
<p>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</p>	<p>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.</p>	
<p>A major role of citizens in a representative democracy is to</p>	<p>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for</p>	

<p>make responsible decisions about who should govern.</p>	<p>local, state, or national public office with the responsibilities of the position.</p>	
<p>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</p>	<p>6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p>	
<p>There are different processes for establishing rules and laws.</p>	<p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</p>	
<p>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</p>	<p>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.CivicsPR.4: Explain how policies are developed to address public problems.</p>	
<p>It is the responsibility of individuals and institutions at the</p>	<p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution</p>	

<p>state, national, and international levels to promote human rights.</p>	<p>and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p>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.</p> <p>6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</p>	
<p>Individuals have the right to be safe and not to be bullied or discriminated against.</p>	<p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<p>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.</p> <p>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.</p> <p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p>	

	<p>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.</p> <p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p> <p>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p>	
<p>Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.</p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p>	
<p>Patterns of settlement differ markedly from region to region, place to place, and time to time.</p>	<p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted</p>	

	different regions of the Western Hemisphere.	
<p>The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</p>	<p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p>	
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists</p>	

	<p>and Native American resulting in changes to conditions.</p>	
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>	
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p>	<p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	

<p>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</p>	<p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p>	
<p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p>	<p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	
<p>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</p>	<p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products. 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p>	
<p>The exchange of goods and services can have negative and positive effects.</p>	<p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the</p>	

	economies of the colonies and European countries.	
The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.	
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society. 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	
Increased economic interdependence among	6.1.5.EconGE.1: Explain how the development of communication systems has led to increased	

nations is a result of trade, sharing of ideas, and innovation.	collaboration and the spread of ideas throughout the United States and the world. 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations. 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.	
Chronological sequencing helps us track events over time	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. 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.	
Interactions of people and events throughout history have shaped the world we experience today.	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.4: Use evidence to document how the interactions among African, European, and Native	

American groups impacted their respective cultures.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

	<p>6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>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 States Constitution, the Bill of Rights).</p>	
<p>Events may be viewed differently based on one's perspective.</p>	<p>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.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	

<p>Historical records are shaped by the society that the creator lived in.</p>	<p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	
<p>There are a variety of sources that help us understand the past.</p>	<p>6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p>	
<p>Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.</p>	<p>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.</p>	
<p>Historians use evidence from multiple sources to support their claims and arguments about the past.</p>	<p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>	
<p>NJSLs - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		

Core Ideas:	Performance Expectation:	Essential Question/s:
<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<p>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p>	<p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function? <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
<p>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</p>	<p>6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p>	<p>Recommended Activities:</p> <ul style="list-style-type: none"> • Do News - Exit Tickets • Archaeological Dig as opener: Students practice being archaeologists by digging chocolate chips out of cookies. • Explore archaeological digs online • Small group and large group discussions • Complete a graphic organizer comparing and contrasting the governments and levels of religious freedom in the 13 North American colonies
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<p>6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p>	
<p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.</p>	<p>6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p>	
<p>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</p>	<p>6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</p>	

		<ul style="list-style-type: none"> • Venn Diagram of the Mayflower Compact and the Constitution • Lessons relevant to prejudice, discrimination and the fight for equality and fairness • Students will create a map of Colonial America and research the resources and economies of each region • Analyze the resource maps of New Jersey and the 13 Colonies to determine how the availability of resources impacted the economic and job opportunities of the colonists there • Same with Landform Map of the 13 Colonies • Comparing and contrasting the 13 Colonie Resource Map and the Landform Map of the 13 Colonies Map and Population Density • Map of the 13 Colonies, analyze how geography and resources impacted settlement by Europeans <ul style="list-style-type: none"> ◦ Include perspective of Native Americans on this settlement • Students will choose a Native American tribe to research: Pueblo, Iroquois, Huron, Crow, Navajo, Creek, Hopi, Lakota, Chinook. Students will create a chart describing the geography, climate, resources, customs, artifacts of their Native American tribe. • Understand the use and purpose of map scales • Practice the use of longitude and latitude to determine a location on the globe. • Compare and contrast the geography, the advantages and disadvantages of New Jersey and 13 colonies compared to England • Students will create a map of the Native American tribes with European settlement. • Analyze the European Exploration Map, centering on how the Europeans were searching for the Northwest Passage • Comparing and contrasting the 13 Colonies Resource Map and the Landform Map of the 13 Colonies Map and Population Density • Map of the 13 Colonies, analyze how geography and resources impacted settlement by Europeans • Lesson where students examine economic patterns of colonial America. Students make connections between industries, available resources in the area, and their impact on how people make a living. • Students will create examples of supply and demand • Play National Geographic’s Trading Game • Students will create a map of Colonial trade routes
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: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<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 for mutual respect when viewpoints differ. • Recognize the skills needed to establish and achieve personal and educational goals. 	

	<ul style="list-style-type: none">• 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">• Students will read the article Columbian Exchange and Triangular Trade and compare the resources from the Eastern and Western Hemisphere Edpuzzle on how technology impacted European exploration• Reading on different technology that allowed exploration and have students evaluate which were the most important and why• Students will read the article on the Founding of New Jersey• Students will read the article on writing of the Declaration of Independence and The Constitution by the founders.• Lesson1 and Lesson 2 about how the American Dream and identity have changed overtime• Students will read about the Lenape and their interaction with European traders (Amistad Law: N.J.S.A. 18A 52:16A-88)• Students will make a T-chart comparing the lives of slaves in colonial America• Students will research important figures creating colonies for religious freedom Students will read an article on indentured servitude Students will analyze and interpret the Mayflower Compact Students will create a chart of the Columbian Exchange and read about the impact of agriculture.• Students will read an article on Native American tribes and their fight to bring back an ecosystem and climate change on their lands. (Standards in Action: Climate Change)• Students will compare and evaluate historians' interpretations of the motivations and conditions that led to European exploration with guiding questions such as: What were the motives that led to European exploration? What were the effects of European exploration, especially on the indigenous populations encountered?• Do a cultural package exchange where two schools from two different countries exchange a box of cultural items. Connect with iEarn• Create explorer maps, tracing the routes various European explorers took. Create a map key using a different color line for each explorer. Review European explorers of North America and what they discovered with this matching game• Stage a mock debate where each team picks one historical symbol, monument or holiday to get rid of. Support your stance with the
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significance of the other symbols, monuments and holidays.
Students should see that they are all significant to American identity

- Stage a mock debate, focusing on how demographics affected opportunities during the Colonial era using details from reading regarding opportunities for various groups in the Colonial Era
- Debate: Is America a melting pot or a salad bowl or both?
- Discuss the pros and cons of both concepts

Interdisciplinary Connections:

- Science: Preservation of artifacts and how migratory practices mimic that of animals.
- Math: Understanding population growth over the millenia and the exponential growth following the creation of civilizations.
- Language Arts: Explore the importance of language and how communication was conducted prior to written and spoken language
- Art: Analyze and create primitive paintings and discuss their meaning.
- Music/DEI: explore how the evolution of history of music and instruments and the role interactions between people played in its evolution
- Music/DEI: explore the continuity of cultural art forms over time and place (e.g. music from Africa)
- Science/DEI: Research the role African peoples played in the history of rice in North America
- Science: Learn about environmental challenges posed to the Chesapeake Bay and efforts to combat the problems
- Science/DEI: Learn about the impact of rising sea levels on Coastal communities

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"> ● Do Nows ● Exit Tickets ● Writing Prompts ● Quizzes ● Anecdotal Records ● Debates/Discussions ● DBQs ● Document analysis 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● Diagnostic Assessment ● District Assessment <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Tests/Assessments ● DBQ on Jamestown 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● McGraw Hill <i>New Jersey</i> ● Prentice Hall, <i>A History of the United States</i> ● McDougal Littell, <i>The Americans</i> 	<ul style="list-style-type: none"> ● Skill building activities ● Pearson’s Pacemaker Series ● DBQ Online ● ProEd Shorts 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Wieser Educational History Shorts ● Videos in their native language 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects

<ul style="list-style-type: none"> • Pearson, <i>The African-American Odyssey</i> • Pearson’s Pacemaker Series, United States History • Teacher’s Curriculum Institute: History Alive! • Amistad Curriculum • Holocaust & Genocide Education Curriculum • DBQ Online • JStor • NewsELA • Cicero: History Beyond the Textbook <ul style="list-style-type: none"> • ArcGIS 	<ul style="list-style-type: none"> • NewsELA • Videos • Leveled Assessments • Choice Boards 	<ul style="list-style-type: none"> • Pearson’s Pacemaker Series • ProEd Shorts • NewsELA 	
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot <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 • Provide individual instruction as needed • Modify assessments and/or rubrics • Repeat instructions as needed 	<ul style="list-style-type: none"> • Skill building activities • Leveled Assessments • Choice Boards • 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"> • Modified activities • Extend time requirements • Preferred seating • 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"> • Curriculum compacting & acceleration • Leveled readings • Leveled Assessments • Enrichment activities & projects • Choice Boards • Inquiry projects
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Financial health • Financial Landscape
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<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"> 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>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<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>	X	Standards in Action: <i>Climate Change</i>