

Marking Period	Unit 4	Recommended Instructional Days
4	Active Citizenship: Taking Informed Action	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,</p>	

	proposing laws, contacting elected officials).	
<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 make responsible decisions about who should govern.</p>	<p>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for 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.</p> <p>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.</p> <p>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 state, national, and international levels to promote human rights.</p>	<p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution 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</p>	

	<p>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.	
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	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.	
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	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.	
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	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.	

<p>characteristics.</p>	<p>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.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>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<p>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.</p>	

<p>Chronological sequencing helps us track events over time</p>	<p>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.</p>	
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<p>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.</p>	

	<p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>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>	
<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.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</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.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people</p>	

	<p>with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</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>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	<p><u>Essential Question/s:</u></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
<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.</p> <p>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>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>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? D. History, Culture, and Perspectives • 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> <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> ● Read about people who have made a difference in their community and their Nation ● Identify a problem that is in need of a solution OR identify something you care deeply about that impacts someone other than yourself ● Research the issue ● Present a research plan and timeline ● Explain the problem ● Examine or propose solutions ● Examine alternative solutions/responses ● Gather information ● Rate possible solutions/responses ● Contact local officials and/or experts ● Present your plan ● Analyze documents ● Engage in close reading ● Sort documents
<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>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) 		

<ul style="list-style-type: none"> ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 	<ul style="list-style-type: none"> ● Source documents ● Organize documents into buckets (analytical categories) ● Develop a thesis statement ● Use textual evidence ● Cite sources ● Engage in <i>rainbow editing</i> ● Craft an argument
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></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 for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social

	<p>skills to interact effectively with others.</p> <ul style="list-style-type: none"> Develop, implement, and model effective problem solving and critical thinking skills. 		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Do Nows Exit Tickets Writing Prompts Quizzes Anecdotal Records Debates/Discussions DBQs Document analysis 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Diagnostic Assessment District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Letter writing OR DBQ Essay: What Types of Citizen Does a Democracy Need? OR Presentation OR PSA 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> <i>Project Citizen</i> Future Problem Solvers TCI History Alive, <i>America's Past</i> 	<ul style="list-style-type: none"> Skill building activities Pearson's Pacemaker Series 	<ul style="list-style-type: none"> Bilingual dictionary Modified assessments and/or rubric Wieser Educational History Shorts 	<ul style="list-style-type: none"> Leveled readings Novels; periodicals Leveled Assessments Enrichment activities & projects Choice Boards

<ul style="list-style-type: none"> ● McGraw Hill <i>New Jersey</i> ● Pearson, <i>The African-American Odyssey</i> ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● ArcGIS 	<ul style="list-style-type: none"> ● DBQ Online ● ProEd Shorts ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Videos in their native language ● Pearson's Pacemaker Series ● ProEd Shorts ● NewsELA 	<ul style="list-style-type: none"> ● Inquiry projects ● Genius Hour Projects
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 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments

<p>including audio, visual, and tactile/kinesthetic</p> <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">● 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">● Enrichment activities & projects● Choice Boards● 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>	X	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>