

Marking Period	Unit 1	Recommended Instructional Days
1	Era 3: Revolution and the New Nation (1754–1820s)	35 - 45
<p align="center"><b>NJSLS - United States History: America in the World 6.1</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b></p>
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	
<p><b>In a representative democracy, individuals play a role in how government functions.</b></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><b>In a representative democracy, individuals elect representatives to act on the behalf of the people.</b></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><b>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</b></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><b>Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</b></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><b>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</b></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><b>A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</b></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><b>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</b></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><b>There are different processes for establishing rules and laws.</b></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><b>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</b></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><b>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</b></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><b>Individuals have the right to be safe and not to be bullied or discriminated against.</b></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><b>Certain dispositions help individuals contribute to the health of American democracy.</b></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><b>Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.</b></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><b>Patterns of settlement differ markedly from region to region, place to place, and time to time.</b></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><b>The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</b></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><b>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</b></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</p>	

	<p>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 and Native American resulting in changes to conditions.</p>	
<p><b>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</b></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.</p> <p>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).</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>	
<p><b>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.</b></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.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the</p>	

	<p>exploration of new water and land routes.</p> <p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</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><b>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</b></p>	<p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p>	
<p><b>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</b></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.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	
<p><b>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</b></p>	<p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services</p>	

	<p>(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><b>The exchange of goods and services can have negative and positive effects.</b></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 economies of the colonies and European countries.</p>	
<p><b>The government uses a variety of tools to pay for goods and services it provides to individuals and communities.</b></p>	<p>6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</p>	
<p><b>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</b></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. 6.1.5.EconNM.3: Describe how the development of different</p>	

	<p>transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>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.</p> <p>6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>	
<p><b>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</b></p>	<p>6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>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.</p>	

	<p>6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p>	
<p><b>Chronological sequencing helps us track events over time</b></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>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p>	
<p><b>Interactions of people and events throughout history have shaped the world we experience today.</b></p>	<p>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.</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.</p>	

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

	<p>systems and family structures of African, European, and Native American groups had on government structures.</p> <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><b>Events may be viewed differently based on one's perspective.</b></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</p>	

	<p>among African, European, and Native American groups.                  6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.                  6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	
<p><b>Historical records are shaped by the society that the creator lived in.</b></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><b>There are a variety of sources that help us understand the past.</b></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><b>Our understanding of the past deepens through analysis of a</b></p>	<p>6.1.5.HistorySE.2: Construct an argument for the significant and</p>	

<p><b>wide variety of primary and secondary sources.</b></p>	<p>enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	
<p><b>Historians use evidence from multiple sources to support their claims and arguments about the past.</b></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><b>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</b></p>		
<p><b><i>Core Ideas:</i></b></p>	<p><b><i>Performance Expectation:</i></b></p>	<p><b><u>Essential Question/s:</u></b>  <b>A. Civics, Government, and Human Rights</b>  <ul style="list-style-type: none"> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> </ul> <b>B. Geography, People, and the Environment</b>  <ul style="list-style-type: none"> <li>• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ul> <b>C. Economics, Innovation, and Technology</b>  <ul style="list-style-type: none"> <li>• 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?</li> </ul> </p>
<p><b>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</b></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><b>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</b></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>• 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</p> <p>• 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><b>Recommended Activities:</b></p> <ul style="list-style-type: none"> <li>• Do Nows - Exit Tickets</li> <li>• Archaeological Dig as opener: Students practice being archaeologists by digging chocolate chips out of cookies.</li> <li>• Explore archaeological digs online</li> <li>• Small group and large group discussions</li> <li>• Document analysis</li> <li>• Debates</li> <li>• DBQs</li> <li>• Role play</li> <li>• Writing assignment evaluating early presidents citing evidence of their actions and goals of the Founding Fathers using quotes</li> <li>• Debate evaluating early presidents citing evidence of their actions and goals of the Founding Fathers based on both primary and secondary sources</li> <li>• Discussion or debate based on powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</li> </ul>
<p><b>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</b></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><b>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.</b></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><b>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</b></p>	<p>6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</p>	
<p><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> </ul>		

<ul style="list-style-type: none"> <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>● Analyze map of population of post-American Revolution United States</li> <li>● Read journal entries and other sources from women, Native Americans, and black Americans to determine how they viewed their rights in relation to “life, liberty, and the pursuit of happiness”</li> <li>● Read the Alien and Sedition Acts and compare and contrast it with the Bill of Rights, specifically the First Amendment</li> <li>● Debate the Alien and Sedition Acts</li> <li>● Use a variety of primary sources (pictures, journals, maps, etc...) to show how slavery impacted both individual enslaved people, black Americans in general, and the South’s economy - Amistad Law: N.J.S.A. 18A 52:16A-88</li> <li>● Create political cartoons demonstrating how slavery contradicted the ideals of the United States</li> <li>● DBQ on how slavery violated human rights and contradicted American ideals - Amistad Law: N.J.S.A. 18A 52:16A-88</li> <li>● Using a battle map from the American Revolution, use Math to tally and analyze the amount of important battles in New Jersey (MA.8.SP.A.4)</li> <li>● Conduct in-person or virtual field trips to New Jersey museums of forts and/or battles from the American Revolution</li> <li>● Write a regional (South, North, West) newspaper article describing and reacting to America’s protective tariffs and the effects of inflation in the early 1800s - (PFL.9.1.8.A.1)</li> <li>● Partake in a price simulation game/scenario where students see how much inflation impacts how their time period appropriate salary is impacted by high inflation</li> <li>● Make comparisons to 2021 inflation through writing and reading articles</li> <li>● Implement a graphic organizer cause and effect graphic organizer for the events</li> </ul>
<p style="text-align: center;"><b>Social and Emotional Learning: Competencies</b></p>	<p style="text-align: center;"><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</li> </ul>	

	<p>skills to interact effectively with others.</p> <ul style="list-style-type: none"><li>• Develop, implement, and model effective problem solving and critical thinking skills.</li></ul>	<ul style="list-style-type: none"><li>• Have students complete a time of events from the French and Indian to the American Revolution and have students discuss how one event led to the other</li><li>• Create GoogleSlides or other forms of presentation employing and citing evidence from direct quotes to analyze the Declaration of Independence – why was it written? What were the grievances of the colonists? What are they asking for?</li><li>• Extended response citing direct evidence why the Declaration of Independence was written</li><li>• Read about different perspectives of people from diverse groups during the time of the American Revolution and assign different students to create journal entries from their perspectives and present them to the class (Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</li><li>• Read and complete a graphic organizer about roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war</li><li>• Examine and discuss how the Native Americans would view the terms of the Treaty of Paris</li><li>• Have students color and label blank maps of North America before and after the American Revolution, including British forts and</li></ul>
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<b>Assessments (Formative)</b>		<b>Assessments (Summative)</b>

<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Do Nows</li> <li>● Exit Tickets</li> <li>● Writing Prompts</li> <li>● Quizzes</li> <li>● Anecdotal Records</li> <li>● Debates/Discussions</li> <li>● DBQs</li> <li>● Document analysis</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Diagnostic Assessment</li> <li>● District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Tests/Assessments</li> <li>● Projects</li> <li>● DBQ Essay</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
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"> <li>● TCI History Alive, <i>The United States Through Industrialism</i></li> <li>● McGraw Hill <i>New Jersey</i></li> <li>● Pearson, <i>The African-American Odyssey</i></li> <li>● Amistad Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● ARC Thematic Set: Historical Fiction</li> <li>● Skill building activities</li> <li>● Pearson’s Pacemaker Series</li> <li>● DBQ Online</li> <li>● ProEd Shorts</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> <li>● Pearson’s Pacemaker Series</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> <li>● Genius Hour Projects</li> <li>● ARC Thematic Set: Historical Fiction</li> </ul>

<ul style="list-style-type: none"> <li>• Holocaust &amp; Genocide Education Curriculum</li> <li>• DBQ Online</li> <li>• JStor</li> <li>• ArcGIS</li> <li>• ARC Thematic Set: Historical Fiction</li> </ul>	<ul style="list-style-type: none"> <li>• NewsELA</li> <li>• Videos</li> <li>• Leveled Assessments</li> <li>• Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>• ProEd Shorts</li> <li>• NewsELA</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, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot</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>	<p><b>Disciplinary Concepts:</b></p> <ul style="list-style-type: none"> <li>• Financial health</li> <li>• Financial Landscape</li> <li>• Money Management</li> </ul>
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<ul style="list-style-type: none"> <li>● Standard 9.1 Personal 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>● Career Awareness and Planning</li> <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>● <b>Act as a responsible and contributing community member and employee</b></li> <li>● <b>Demonstrate creativity and innovation</b></li> <li>● <b>Utilize critical thinking to make sense of problems and persevere in solving them</b></li> <li>● <b>Use technology to enhance productivity, increase collaboration, and communicate effectively</b></li> <li>● <b>Work productively in teams while using cultural/global competence</b></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>		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>