

| Marking Period | Unit: 2 Title | Recommended Instructional Days |
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| 1st Marking Period | The Atlantic Slave Trade & the Middle Passage | 15 days |
| NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit |
| Core Ideas <ul style="list-style-type: none"> Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. advancements in | Performance Expectation: 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. | |

| <p align="center">NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p> | | |
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| <p>Core Ideas:</p> <ul style="list-style-type: none"> ● Civic participation and deliberation are essential characteristics of productive citizenship. ● Global economic activities and decisions based on national interests, the exchange of units of exchange, decisions by public and private institutions, and the ability to distribute goods and services safely. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. ● Governments around the world support universal human rights to varying degrees. | <p>Performance Expectation:</p> <ul style="list-style-type: none"> ● 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. ● 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. ● 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. ● 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. ● 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What was slavery like in Sub-Saharan Africa prior to the Atlantic Slave Trade? 2. What were the economic, social, and political motivations for the Atlantic slave trade? 3. What was the social, economic, and political impact of the Atlantic Slave Trade on Africa, the Americas, and Europe? <p>Activity Description:</p> <ol style="list-style-type: none"> 1. Utilize facts and content-specific vocabulary. 2. Explain the development of Atlantic Slave Trade. 3. Compare the nature of African slavery before and during the Atlantic Slave Trade 4. Summarize the causes and effects of the Atlantic Slave Trade 5. Explain how enslaved Africans resisted their subjugation. 6. Analyze maps and statistics. 7. Demonstrate geography skills through the completion and analysis of key maps of Africa and the Western Hemisphere. 8. Describe the horrors of the Middle Passage. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> ● LA.RH.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |

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| | <p>Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</p> | <ul style="list-style-type: none"> ● LA.RH.11-12.2 Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text. ● LA.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). ● LA.RH.11-12.6 Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. ● LA.RH.11-12.8 Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources. ● LA.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● LA.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● LA.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding |
| <p>Social Studies Practices</p> | | |
| <ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action | | |
| <p>Social and Emotional Learning: Competencies</p> | <p>Social and Emotional Learning: Sub-Competencies</p> | |
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| <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 skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. | <p>plagiarism and overreliance on any one source and following a standard format for citation.</p> <ul style="list-style-type: none"> ● LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. ● LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> ● MUSIC: create a play list that you believe summarizes/describes the topic ● ELA: write summaries ● ART: create memes ● ART: create political cartoons ● ART: create a mural that reflects a topic from this unit ● SCIENCE: research the role of government and/or individual or collective action in-promoting or opposing-environmental policy |
| <p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | | <p align="center">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"> ● Performances/Skits ● Argument & Expository Writing Prompts ● o Revising and editing ● Silent Reading/Summarization of Passages ● Researching to make connections to texts and classroom discussions ● Watching and responding to media ● Note taking/Note making | | <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District Assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Research Project ● Other Assessments <ul style="list-style-type: none"> o Tests |

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| <ul style="list-style-type: none"> ● Other Assessments <ul style="list-style-type: none"> ○ Collins Writing ○ Quizzes ○ Current Events Journal | | | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| 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"> ● <i>African-American Odyssey—6th Edition.</i> ● Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. | <ul style="list-style-type: none"> ● Skill building activities ● DBQ Online ● Wieser Educational History Shorts ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards | <ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Wieser Educational History Shorts ● Videos in their native language ● Pearson’s Pacemaker Series ● Shorts ● NewsELA | <ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects |

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| <p>2000</p> <ul style="list-style-type: none">● Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6th Edition. New York. Alfred A. Knopf, Inc. 1988● Amistad Curriculum● DBQ Online● JStor● NewsELA● ArcGIS● New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase● Choices Program● National Council for the Social Studies: MLL Lesson Plans● Document Based Questions● Informational Website sources: Infobase Learning Database● Selected primary sources● Periodicals—JStor; New York Times; Washington Post | | | |
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| <ul style="list-style-type: none"> ● Films ● Technology | | | |
| 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, Quiz, Quizlet, Kahoot, https://rewordify.com/ , YouTube videos, | | | |
| 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 | <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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| | <ul style="list-style-type: none"> ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers | | |
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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 Concept:</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 | |
| | <table border="1"> <tr> <td data-bbox="602 1073 1035 1463" style="background-color: #d9e1f2;"> <p>Core Ideas:</p> </td> <td data-bbox="1035 1073 1919 1463"> <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</p> </td> </tr> </table> | <p>Core Ideas:</p> |
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| | | 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. |
| | <i>Performance Expectation/s:</i> | 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) |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● 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)

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| 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> |
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