

| Marking Period  | Unit Title  | Recommended Instructional Days   |
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| 2nd - 3rd Marking Periods   | Unit 3: New Jersey State and Local Government   | 6 weeks  |
| <b>NJSLS<br/>Disciplinary Strand:<br/>Disciplinary Concept:</b>   |   | <b>Recommended Activities, Investigations,<br/>Interdisciplinary Connections, and/or Student<br/>Experiences to Explore NJSLS-SS within Unit</b> |
| <p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>● Civics, Government, and Human Rights</li> </ul> <p>Anchor Standards for History, Social Studies, Science and Technical Subjects:</p> <ul style="list-style-type: none"> <li>● Craft &amp; Structure</li> <li>● Integration of Knowledge and Ideas</li> <li>● Range of Reading</li> <li>● Text Types and Purposes</li> <li>● Production and Distribution of Writing</li> <li>● Research to Build and Present Knowledge</li> <li>● Range of Writing</li> </ul> | <p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>● 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</li> <li>● 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).</li> <li>● 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for</li> </ul> |  |

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|  | <p>all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).</p> <ul style="list-style-type: none"><li>● 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.</li><li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li><li>● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li><li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course</li></ul> |  |
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|  | <p>of a text. Craft and Structure</p> <ul style="list-style-type: none"><li>● NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li><li>● NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li><li>● NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.</li><li>● NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li><li>● NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li></ul> |  |
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- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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|  | <ul style="list-style-type: none"><li>● W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>● W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li><li>● W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li><li>W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.</li><li>● W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li><li>● W9. Draw evidence from literary or informational</li></ul> |  |
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|   | <p>texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>   |   |
| <p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b><br/><b>Disciplinary Strand:</b><br/><b>Disciplinary Concept:</b></p>   |  |   |
| <p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>Civic participation and deliberation are essential characteristics of productive citizenship</li> <li>Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</li> <li>Governments around the world support universal</li> </ul> | <p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul> | <p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>Do sovereign nations compromise the power of state and local governments?</li> <li>Do state and local governments provide significant opportunities for experimentation and innovation?</li> <li>How can ordinary citizens make a difference in their respective communities?</li> </ul> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>Describe how their state and local governments are organized and the responsibility of each.</li> <li>Identify the powers most commonly associated with state governments.</li> <li>Describe the limits the United States Constitution places on the powers of the states.</li> <li>Describe the purposes, organization, and functions of the 3 branches of national government (executive, legislative, judicial).</li> </ul> |

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| <p>human rights to varying degrees.</p> | <p>problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</p> <ul style="list-style-type: none"> <li>● 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</li> <li>● 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.</li> <li>● 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</li> </ul> | <ul style="list-style-type: none"> <li>● Explain why certain provisions of the Constitution result in tensions among the 3 branches of governments</li> <li>● Engage in debates and discussions</li> <li>● Read, write and listen</li> <li>● Conduct research</li> <li>● Present research</li> <li>● Policy analysis and recommendations</li> <li>● Solve problems</li> <li>● Make presentations</li> <li>● Collaborate with peers</li> <li>● Use content appropriate vocabulary</li> <li>● Engage in simulations</li> <li>● Interpret and analyze charts and graphs relevant to course material</li> <li>● Watch videos explaining content and concepts</li> <li>● Complete DA's</li> <li>● Write book reports</li> </ul> <p><b>Interdisciplinary Connections:</b></p> <p><b>Science:</b> research the scientific interests of the “founding fathers;” research the role government has played in the sciences</p> <p><b>Math:</b> select a relevant topic and chart its impact</p> <p><b>Art:</b> create a play list that reflects your understanding of the topic; create a visual representation of your understanding of the topic (e.g. a meme)</p> <p><b>ELA:</b> summarize your topic; read a book or an article relevant to the unit and write a response; write a poem/tweet</p> <p><b>Physical Education:</b> research the interplay between physical education and/or sports and government or a government official</p> |
| <p><b>Social Studies Practices</b></p>  |   |  |

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| <ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul> |  |  |
| <p style="text-align: center;"><b>Social and Emotional Learning:<br/>Competencies</b></p>   | <p style="text-align: center;"><b>Social and Emotional Learning:<br/><i>Sub-Competencies</i></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> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>● Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>● Utilize positive communication and social skills to interact effectively with others.</li> <li>● Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>                                 |  |
| <p align="center"><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>  |  | <p align="center"><b>Assessments (Summative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> |
| <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit summaries/definitions</li> <li>● Quizzes</li> <li>● Current events reports</li> <li>● Class Participation</li> </ul> | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Released and timed AP Tests</li> <li>● Guidebook: create a guidebook that includes the history and processes of local and state governments</li> </ul> |  |
| <p align="center"><b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b></p>   |  |  |

| Core Resources   | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>   | ELL Core Resources   | Gifted & Talented Core Resources  |
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| <ul style="list-style-type: none"> <li>● <i>American Government: 10th Edition, Houghton Mifflin</i></li> <li>● <i>American Government: 14th Edition, Houghton Mifflin</i></li> <li>● <i>Princeton Review: AP Government, Random House</i></li> <li>● <i>AP US Government and Politics Crash Course, Research &amp; Education Associates</i></li> <li>● <i>Perspectives on American Politics 6th Edition</i></li> </ul> | <ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● NewsELA</li> <li>● Videos</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> </ul> | <ul style="list-style-type: none"> <li>● Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Videos in their native language</li> <li>● NewsELA</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> </ul> |

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| <ul style="list-style-type: none"> <li>● <i>The African-American Odyssey Combined Volume, Pearson</i></li> <li>● <i>Website:</i><br/><i>www.collegeboard.com</i></li> <li>● <i>Amistad Curriculum</i></li> <li>● <i>Holocaust &amp; Genocide Education Curriculum</i></li> <li>● <i>JStor</i></li> <li>● <i>NewsELA</i></li> <li>● <i>Periodicals</i></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:<br/>Recommended <i>Strategies &amp; Techniques</i></b>  |                                 |                           |                                   |
| <b>Core Resources</b>  | <b>Alternate Core Resources</b> | <b>ELL Core Resources</b> | <b>Gifted &amp; Talented Core</b> |

|   | <i>IEP/504/At-Risk/ESL</i>  |   |  |
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| <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> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions 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> <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> </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> <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> | <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> |

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|  | <ul style="list-style-type: none"> <li>• Oral rather than written answers</li> </ul> |  |  |
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| <p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>• Standard 9.1 Personal 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> | <p><b>Disciplinary Concepts:</b></p> <ul style="list-style-type: none"> <li>• Financial health</li> <li>• Financial Landscape</li> <li>• Money Management</li> <li>• Career Awareness and Planning</li> <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>Core Ideas:</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> |

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|  | <b><i>Performance Expectation/s:</i></b>   | 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) |
|  | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>   |  |
|  | <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul> |  |

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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| Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A.<br/>18A:35-28</i> |  | LGBT and<br>Disabilities Law:<br><i>N.J.S.A. 18A:35-4.35</i> |  | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> |  | Standards in Action:<br><i>Climate Change</i> |
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