

Marking Period	Unit Title	Recommended Instructional Days
1	How Did We Get Here?	45 days
<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>Core Ideas:</p> <ul style="list-style-type: none"> ● Traditional beliefs and cultures of various tribes and nations impacted their migration of North America. ● The first European interactions with Indigenous Americans were the Norse and their interactions ultimately ended in the abandonment of the Norse settlements. ● Indigenous Americans utilized the Old North Trail (one of the oldest and longest roads in the world) for trading and migration. ● A variety of factors influence migration and immigration of native peoples in North America ● Both external and internal factors impact migration/immigration ● With the influx of European settlers, the migration 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> ● 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). ● 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers. ● 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). ● 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African 	

<p>towards Green Bay and its role as the first “refugee camp”</p> <ul style="list-style-type: none">● Lenni-Lenape Tribes in the NJ Metro Area were nomadic and interconnected.● The white settler motivations for the Forced Removal of Indigenous peoples through the Dawes Act and the Trail of Tears began an era of forced migration and cultural destruction.● Global interconnections create complex spatial patterns at multiple scales that continue to change over time.● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.● To better understand the historical perspective, one must consider historical context.● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<p>Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.</p> <ul style="list-style-type: none">● 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.● 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.● 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian)● 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.● 6.1.12.HistoryCA.5.a: Assess the effectiveness of public	
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	<p>education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p> <ul style="list-style-type: none">● 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups● 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.● 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.● 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and	
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	<p>Europeans in Spanish colonies laid the foundation for conflict.</p> <ul style="list-style-type: none">• 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).• 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.• 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.• 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.• 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the	
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	<p>way of life in the country of origin and the new country (e.g., social, economic, political structures).</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas:</p> <ul style="list-style-type: none"> ● By participating in cooperative groups, people can achieve larger goals for others. ● Civic participation and deliberation are essential characteristics of productive citizenship ● Historical sources and evidence provide an understanding of different points of view about historical events ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. 	<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.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). ● 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. 	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● Who decides what civilization is? ● How does our definition of civilization shape how we think about societies and the people in them? ● How do we know if land belongs to someone? ● How do people decide where to migrate? ● Who decides where someone can live? ● What factors cause people to move? ● How do traditions and culture impact how we experience the world? ● To what extent do food and resources impact where people choose to live? ● How do people choose to protect and defend what they consider to be their land? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Views of North America/United States <ul style="list-style-type: none"> ○ Geographical and ideological perceptions of what is US History ● How Do We Define Civilization <ul style="list-style-type: none"> ○ Gallery Walk & Notice, Think, Wonder ● Land Acknowledgements & Native Lands Project <ul style="list-style-type: none"> ○ Bayonne Land Acknowledgements ○ Native Land App Mini Poster Project <ul style="list-style-type: none"> ● Choose a state

Social Studies Practices			
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 			
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>		
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. 		
<ul style="list-style-type: none"> ● Using the Native Land app, complete the graphic organizer <ul style="list-style-type: none"> ○ Which tribes were there ○ Are they still there today (if not, why/how were they moved) ○ Do they have a flag or symbol? ○ What are some of their traditions/cultures ○ What are some struggles this tribe is facing today? ● Origin Stories & Their Impact on Migration <ul style="list-style-type: none"> ○ Jigsaw presentations ● Migration Patterns of Lenni-Lenape people ● Influence of Food and Resources on Migration <ul style="list-style-type: none"> ○ Corn, Buffalo, etc ● European Encounters <ul style="list-style-type: none"> ○ First the vikings ○ Return of Quetzal and the Spanish “Explorers” ○ The Truth of Thanksgiving ● Forced Migration <ul style="list-style-type: none"> ○ Influence of Europeans ○ Dawes Act ○ Trail of Tears ○ Wounded Knee (Resistance to Forced Migration) ○ Battle of Little Bighorn/Greasy Grass ● Contemporary Project/Service Project <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">English</td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ● Conduct a class discussion ● Analyze primary source documents, journals, and letters ● Write a presentation </td> </tr> </table>		English	<ul style="list-style-type: none"> ● Conduct a class discussion ● Analyze primary source documents, journals, and letters ● Write a presentation
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	<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills. 		<table border="1"> <tr> <td data-bbox="1125 313 1472 378"></td> <td data-bbox="1472 313 1820 378"></td> </tr> <tr> <td data-bbox="1125 378 1472 678">Math</td> <td data-bbox="1472 378 1820 678"> <ul style="list-style-type: none"> • Analyze maps • Analyze trends of migration and population increases and declines </td> </tr> <tr> <td data-bbox="1125 678 1472 1089">Science</td> <td data-bbox="1472 678 1820 1089"> <ul style="list-style-type: none"> • Analyze maps • Research how the environment influenced migration & immigration • Research and analyze food introduction & production of indigenous nations </td> </tr> <tr> <td data-bbox="1125 1089 1472 1308">Health/Phys Ed</td> <td data-bbox="1472 1089 1820 1308"> <ul style="list-style-type: none"> • The health implications of the European arrival to North America </td> </tr> <tr> <td data-bbox="1125 1308 1472 1458">Technology</td> <td data-bbox="1472 1308 1820 1458"> <ul style="list-style-type: none"> • Create powerpoint presentations • Use a variety of </td> </tr> </table>			Math	<ul style="list-style-type: none"> • Analyze maps • Analyze trends of migration and population increases and declines 	Science	<ul style="list-style-type: none"> • Analyze maps • Research how the environment influenced migration & immigration • Research and analyze food introduction & production of indigenous nations 	Health/Phys Ed	<ul style="list-style-type: none"> • The health implications of the European arrival to North America 	Technology	<ul style="list-style-type: none"> • Create powerpoint presentations • Use a variety of
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			digital apps to research and learn about Native Lands
		World Languages	Study cultures
		Visual & Performing Arts	<ul style="list-style-type: none"> • Photographic & pictorial analysis • Watch video clips and participate in a class discussion
		21 st Cent. Life and Career	<ul style="list-style-type: none"> • Students will work in small groups and collaborate to achieve a common goal. • Students will engage in challenging or competitive activities which will develop their leadership abilities over time.
Assessments (Formative)		Assessments (Summative)	

To show evidence of meeting the standard/s, students will successfully engage within:		To show evidence of meeting the standard/s, students will successfully complete:	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Exit Tickets ● Mini-Projects ● Gallery Walks 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Mini-presentations ● Gallery Walks ● District Assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Native Land Project ● Origin Story Presentations ● DIY Origin Story Project ● Truth of Thanksgiving Project ● End of Unit Service Project 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
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"> ● Prentice Hall, <i>United States History: New Jersey Edition</i> ● Prentice Hall, <i>A History of the United States</i> ● McDougal Littell, <i>The Americans</i> ● Pearson, <i>The African-American Odyssey</i> ● Pearson's Pacemaker Series, United States History 	<ul style="list-style-type: none"> ● Skill building activities ● Pearson's Pacemaker Series ● DBQ Online ● ProEd 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 ● ProEd Shorts 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects

<ul style="list-style-type: none"> Teacher’s Curriculum Institute: History Alive! Amistad Curriculum Holocaust & Genocide Education Curriculum DBQ Online JStor NewsELA Cicero: History Beyond the Textbook <ul style="list-style-type: none"> ArcGIS 		<ul style="list-style-type: none"> NewsELA 	
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot <p>Other:</p> <ul style="list-style-type: none"> Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Deliver instruction utilizing varied learning styles including 	<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>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 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning
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<ul style="list-style-type: none"> Standard 9.2 Career Awareness, Exploration, Preparation and Training Standard 9.3: Career and Technical Education Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem-solving Digital Citizenship Global and Cultural Awareness Information and Media Literacy Technology Literacy 	
	<p><i>Core Ideas:</i></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p><i>Performance Expectation/s:</i></p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<ul style="list-style-type: none"> Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. 	

	<ul style="list-style-type: none"> ● 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.
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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)							
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>