

Marking Period	Unit Title	Recommended Instructional Days
2	Environment & Religion Intertwined	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 interactions with the environment around them. ● Relationships with nature and the environment dictated social hierarchy and governance in indigenous societies of North America ● A variety of factors influence migration and immigration of native peoples in North America. ● Human influence on the environment can cause both positive and negative effects on both the environment and the society. ● Horses were introduced to North America through European interactions. ● Horses changed the environmental and religious beliefs of indigenous North American nations. 	<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 	

<ul style="list-style-type: none">● Preservation of religion against white settlers is a powerful form of resistance.● Assimilation to white settler society was often used as cultural degradation on indigenous societies of North America.● Contemporary indigenous nations are actively trying to preserve cultural traditions around food cultivation.● Connections to the environment and nature are core to the beliefs and religious traditions of many indigenous nations of North America. ● 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	<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>clearer understanding of the significance of individuals and groups.</p>	<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"> ● What is the relationship between the environment and religion in indigenous nations of North America? ● How did the arrival and influence of white settlers change the indigenous nations of North America’s relationship with the environment & their beliefs? ● Can you control someone’s thoughts and/or beliefs? ● Why do people and societies often want others to have the same beliefs as themselves? ● How does our definition of civilization shape how we think about societies and the people in them? ● How do traditions and culture impact how we experience the world? ● To what extent do food and resources impact traditions of Indigenous nations of North America? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Nature to Nations PBS Documentary <ul style="list-style-type: none"> ○ “Centering on the democracy of New York’s Haudenosaunee Peoples — also known as the Iroquois Confederacy — “Nature to Nations” reveals how elements of the natural world drive governance in Native America. The story of Hiawatha and the Peacemaker, as told by native elders, demonstrates how shell helped end war among five tribes and bring about America’s first democracy 500 years before the United States. Ben

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 		<p>Franklin and the Founding Fathers would later integrate key ideas from their government into the United States Constitution. Building on these revelations, the episode traces evidence that nations across Native America use beliefs from the natural world to support governmental systems, from dynastic kingdoms to shamanistic rulers. Science and oral tradition reveal how corn, cedar, shell, and the jaguar each inspire new nations and plant the seeds of great empires. All are part of an incredible 3000-year narrative of nature, nations and cultural sophistication in Native America.”</p> <ul style="list-style-type: none"> ● Analyze and extrapolate from Moonshot Indigenous Comics <ul style="list-style-type: none"> ○ Future World & Slave Killer ● Identify and analyze the causes for the Mayan Collapse using excerpts from Jared Diamond’s collapse in a jigsaw activity ● Primary source analysis of the introduction & influence of horses on indigenous societies ● Analyze and examine various indigenous perspectives on the influence of white settlers. ● Research & Awareness Project: <ul style="list-style-type: none"> ○ Choose an Indigenous Nation and research some of their cultural practices/religion ○ Create a short presentation to help raise awareness about the practice and the nation <ul style="list-style-type: none"> ■ Can be a powerpoint ■ Video ■ TikTok Reel ■ Flyer ■ Website ● Development of National Parks and the impact on Indigenous Nations ● Contemporary Protests and Resistance to erasure of indigenous culture via the Zinn Education Project ● The Truth of Thanksgiving Project <ul style="list-style-type: none"> ○ Whole class project to put on a mini play/presentation about what actually happened on Thanksgiving
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. 	

- Utilize positive communication and social skills to interact effectively with others.
- Develop, implement, and model effective problem solving and critical thinking skills.

- Using primary sources, artifacts, etc.
- Final Project: Cartoon Strip
 - Create a comic strip that highlights an important story, event, or belief that demonstrates the intertwined nature of the environment and religion in a specified Indigenous Nation.

Interdisciplinary Connections: Content: ;NJSLS#:

English	<ul style="list-style-type: none"> ● Conduct a class discussion ● Analyze primary source documents, journals, and letters ● Write a presentation
Math	<ul style="list-style-type: none"> ● Analyze maps ● Analyze trends of religion of indigenous peoples
Science	<ul style="list-style-type: none"> ● Analyze maps ● Research how the environment and nature influenced traditional beliefs and diet ● 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/multi media presentations • Use a variety of digital apps to research and learn about Indigenous cultures
		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.
<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"> • Exit Tickets • Mini-Projects • Gallery Walks • Mini-discussions 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Mini-presentations • Gallery Walks • District Assessments • Jigsaw Activities <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Truth of Thanksgiving Project • Cultural Beliefs & Traditions Research Project • End of Unit Comic Strip 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 ● 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"> ● 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 ● NewsELA 	<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"> ArcGIS 			
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 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 	<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 	<ul style="list-style-type: none"> Curriculum compacting & acceleration Leveled readings Leveled Assessments Enrichment activities & projects Choice Boards Inquiry projects

	<ul style="list-style-type: none"> • 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"> • native language • Watching videos in the native language 	
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy • Standard 9.2 Career Awareness, Exploration, Preparation and Training • Standard 9.3: Career and Technical Education • Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Financial health • Financial Landscape • Money Management • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy 	
	<p>Core Ideas:</p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students</p>

		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.
	<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)

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