

Marking Period	Unit Title	Recommended Instructional Days
3	How do We learn?	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"> ● Indigenous learning models, while differing from western learning models, are valuable. ● First Nations of North America approached learning through a holistic and circular model. ● Oral traditions and histories are an important part of indigenous cultures. ● The Seven Grandfather Teachings help to guide many indigenous nations on how to treat one another. ● The Old North Trail provided an opportunity for generations to pass along knowledge. ● White settlers created Indigenous Boarding Schools to attempt to assimilate indigenous children. ● Many indigenous children, families, and 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 	

<p>resisted the Residential Indigenous Boarding Schools through a variety of means.</p> <ul style="list-style-type: none">• In contemporary times, many people struggle to reconcile with the the difficult truths of residential boarding schools for indigenous children.• Government agencies are still attempting to reconcile and repair for the wrongdoings of the past white settlers in regards to Indigenous boarding schools.• Preservation of indigenous language is a powerful representation of the survival of many indigenous nations.• 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.	<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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<ul style="list-style-type: none">• Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<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"> ● How did the arrival and influence of white settlers impact indigenous education and traditions? ● 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 is traditional Indigenous learning different than Western learning? ● To what extent has an attempt to make reparations for the wrong doings of the past been made? ● What do we consider school/schooling? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Revisit text from the beginning of the year to reflect and evaluate learning–Indian Father's Plea ● Analyze and evaluate how traditional Indigenous learning provides a different perspective through Emmie and the Starwebb (Moonshot Indigenous Comics) ● Explore different forms of traditional Indigenous learning through primary source documents, artifacts, and interviews <ul style="list-style-type: none"> ○ First Nations Holistic Learning Model

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"> ○ Seven Grandfather’s/Seven Sacred Teachings ● Revisit the Old North Trail and how it was used to pass on tradition and knowledge ● Excerpts from the TV show “Anne with an E” to show replicas of Indigenous boarding schools ● Primary source accounts of indigenous boarding schools ● Picture Book Jigsaw <ul style="list-style-type: none"> ○ When I was Eight ○ I Am Not a Number ● Gallery Walk of primary source photographs of Indigenous Boarding School (Notice, Think, Wonder or similar activity concurrent) ● Postcard Project <ul style="list-style-type: none"> ○ Scholars practice historical empathy by writing postcards from the perspectives of indigenous children/families involved in Indigenous Boarding Schools ● Dawnland Movie viewing ● Resistance to white assimilation <ul style="list-style-type: none"> ○ We still live here–documentary ● Contemporary reparations and healing for indigenous boarding schools 	
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

	<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="1478 310 1472 378"></td> <td data-bbox="1472 378 1911 561"> <ul style="list-style-type: none"> • Analyze maps • Analyze trends of religious shifts </td> </tr> <tr> <td data-bbox="1478 561 1472 630">Science</td> <td data-bbox="1472 630 1911 878"> <ul style="list-style-type: none"> • Analyze maps </td> </tr> <tr> <td data-bbox="1478 878 1472 1287">Health/Phys Ed</td> <td data-bbox="1472 878 1911 1287"> <ul style="list-style-type: none"> • The health implications of being removed from home environment </td> </tr> <tr> <td data-bbox="1478 1287 1472 1356">Technology</td> <td data-bbox="1472 1287 1911 1356"> <ul style="list-style-type: none"> • Create powerpoint/multi media presentations • Use a variety of digital apps to research and learn about Indigenous experiences </td> </tr> <tr> <td data-bbox="1478 1356 1472 1424">World Languages</td> <td data-bbox="1472 1356 1911 1424">Study cultures</td> </tr> <tr> <td data-bbox="1478 1424 1472 1461">Visual & Performing Arts</td> <td data-bbox="1472 1424 1911 1461"> <ul style="list-style-type: none"> • Photographic & pictorial analysis </td> </tr> </table>		<ul style="list-style-type: none"> • Analyze maps • Analyze trends of religious shifts 	Science	<ul style="list-style-type: none"> • Analyze maps 	Health/Phys Ed	<ul style="list-style-type: none"> • The health implications of being removed from home environment 	Technology	<ul style="list-style-type: none"> • Create powerpoint/multi media presentations • Use a variety of digital apps to research and learn about Indigenous experiences 	World Languages	Study cultures	Visual & Performing Arts	<ul style="list-style-type: none"> • Photographic & pictorial analysis
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			<ul style="list-style-type: none"> ● 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>Formative Assessments:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Mini-Projects ● Gallery Walks ● Mini-discussions 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Mini-presentations ● Gallery Walks ● District Assessments ● Jigsaw Activities 	

				<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Quiz: Consider: How do these approaches relate to and compliment the ways I create belonging in my classroom already?--make either a presentation, essay, or poster answering this questions • Postcard Project • Dawnland Reflection • Contemporary research project
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>				
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 	<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 	

<p>Education Curriculum</p> <ul style="list-style-type: none"> • DBQ Online • JStor • NewsELA • Cicero: History Beyond the Textbook <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 	<ul style="list-style-type: none"> • Skill building activities • Leveled Assessments • Choice Boards • Multi-sensory (VAKT) approach during instruction 	<ul style="list-style-type: none"> • Modified activities • Extend time requirements • Preferred seating • Checks for understanding/review 	<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"> • Modify assessments and/or rubrics • Repeat instructions as needed 	<ul style="list-style-type: none"> • 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"> • 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 	
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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 	<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
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<ul style="list-style-type: none"> • Technical Education • Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> • 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. • 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>		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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