

Marking Period	Unit Title	Recommended Instructional Days
4	Political and Social Crisis	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><i>Core Ideas:</i></p> <ul style="list-style-type: none"> • The concept of Turtle Island worked as a unifying force amongst many Indigenous nations of North America. • Distinct and unique social classes existed in ancient indigenous societies. • The Haudenosaunee Confederacy was an early and powerful coalition of Indigenous nations. • The Haudenosaunee Confederacy greatly influenced the white American founding fathers. • Women, like Madam Sacho and Nanychi, played powerful roles as resisters of white assimilation and conquest. • Indigenous Nations resisted white settlers through a variety of methods such as the Battle of Greasy Grass and Red Sticks Resistance. 	<p><i>Performance Expectation:</i></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">• Contemporary Inuit societies have practiced egalitarianism.• Activism is a core value of many contemporary indigenous nations of North America.• Contemporary indigenous artists use their traditional artist mediums to display activist issues. • 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 traditions and culture impact how we experience the world? ● How do people choose to protect and defend what they consider to be their land? ● To what extent is activism used to protect traditions? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Examination of Turtle Island accounts and governance. ● What Social Classes Existed in the Maya <ul style="list-style-type: none"> ○ Thematic Study of World History (Book) ● Aztecs: How should we remember them? DBQ <ul style="list-style-type: none"> ○ Turn into excavation (Indiana Jones) themed activity. ● Influence of Haudenosaunee on the US Constitution <ul style="list-style-type: none"> ○ Indigenous History of US (Book) ○ PBS Activity ● Women Resisters <ul style="list-style-type: none"> ○ Madame Sacho ○ Nanychi ● Muscogee Federation & Red Sticks Resistance ● Excerpts from <i>They Called Me Uncivilized</i>–memoir of Lakota Men from Wounded Knee (Battle of Greasy Grass) ● Letter Writing Project

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"> ○ Choose one of the nations & events that we have learned about ○ Using the approved sources, write one letter from the perspective of a real or fictional character about your chosen event. ○ Be sure to use real facts and appropriate vocabulary when necessary. ● In Our Blood—Moonshot Indigenous Comic ● How Have Inuit People practiced Egalitarianism <ul style="list-style-type: none"> ○ Thematic Study of World History (Book) ● Standing Rock Case Study—Indigenous History of US & additional Primary Sources ● Mini-research project on Indigenous activism/protests ● Final project <ul style="list-style-type: none"> ○ Reserach an artist, choose a work of art, and create a multimedia presentation <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td style="width: 50%;">English</td> <td> <ul style="list-style-type: none"> ● Conduct a class discussion ● Analyze primary source documents, journals, and letters ● Write a presentation </td> </tr> <tr> <td>Math</td> <td> <ul style="list-style-type: none"> ● Analyze maps ● Analyze population trends </td> </tr> </tbody> </table>		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 population trends
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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 553">Science</td> <td data-bbox="1472 313 1818 553"> <ul style="list-style-type: none"> • Analyze maps • Research the influence of white settlers on the natural landscape of North America </td> </tr> <tr> <td data-bbox="1125 553 1472 769">Health/Phys Ed</td> <td data-bbox="1472 553 1818 769"> <ul style="list-style-type: none"> • The health implications of the European arrival to North America </td> </tr> <tr> <td data-bbox="1125 769 1472 1065">Technology</td> <td data-bbox="1472 769 1818 1065"> <ul style="list-style-type: none"> • Create multimedia presentations • Use a variety of digital apps to research and learn about Indigenous activism </td> </tr> <tr> <td data-bbox="1125 1065 1472 1133">World Languages</td> <td data-bbox="1472 1065 1818 1133">Study cultures</td> </tr> <tr> <td data-bbox="1125 1133 1472 1378">Visual & Performing Arts</td> <td data-bbox="1472 1133 1818 1378"> <ul style="list-style-type: none"> • Photographic & pictorial analysis • Watch video clips and participate in a class discussion </td> </tr> <tr> <td data-bbox="1125 1378 1472 1463">21st</td> <td data-bbox="1472 1378 1818 1463"> <ul style="list-style-type: none"> • Students will work </td> </tr> </table>	Science	<ul style="list-style-type: none"> • Analyze maps • Research the influence of white settlers on the natural landscape of North America 	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 multimedia presentations • Use a variety of digital apps to research and learn about Indigenous activism 	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	<ul style="list-style-type: none"> • Students will work 	
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		<p>Cent. Life and Career</p>	<p>in small groups and collaborate to achieve a common goal.</p> <ul style="list-style-type: none"> • Students will engage in challenging or competitive activities which will develop their leadership abilities over time.
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>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 • Jig-saws 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Mini-presentations • Gallery Walks • District Assessments • Maya Discussion • Aztec DBQ • <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Letter writing project • Standing Rock Case Study • Mini-Research project on Indigenous activism • Contemporary artist 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 Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS 	<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

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 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 	<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"> • Preferential seating • Review, restate and repeat directions; written directions • Study guides • Break assignments into segments of shorter tasks • Oral rather than written answers 	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 should know and be able to do upon completion of a CTE Program of Study. •</p>

		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>		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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