

Marking Period	Unit Title	Recommended Instructional Days
Marking Period 4 & throughout the year (Model UN conference dependent)	International Relations	20-25 Days
<p align="center">NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:</p>		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● Small and large group discussions ● Cooperative learning ● Debates ● Close reading ● Research ● Writing exercises ● Peer reviews ● View films ● Listen to audio ● Analyze images ● Conduct interviews ● Simulations ● Analyze statistics ● Policy analysis and recommendations ● Presentation ● Organize and visually represent information
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p>	<p>6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.</p>	
<p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels. Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>	<p>6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).</p>	

<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</p>	<p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p>	<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> ● MUSIC: create a play list that you believe summarizes/describes the topic ● ELA: write summaries ● ART: create memes ● ART: create political cartoons ● ART: create a mural that reflects a topic from this unit ● SCIENCE: research a topic of interest
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time</p>	
<p>Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</p>	<p>6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health</p>	

	care, income equality, and immigration.	
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.	
An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, are essential.	6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.	
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding of diverse perspectives.	6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	
Personal interests and perspectives impact the application of civic virtues, democratic principles,	6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental	

constitutional rights, and universal human rights.	organizations, special interest groups, third-party political groups, and the media affect public policy.	
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. Political and economic decisions throughout time have influenced the cultural and environmental characteristics of various places and regions.	6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.	
Governments and financial institutions influence monetary and fiscal policies.	6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.	

Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.	6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.	
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.	
Complex interacting factors influence people's perspectives.	6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.	
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.	
Civic participation and deliberation are essential characteristics of individuals	6.1.12.CivicsPD.16.a: Construct a claim to describe how media and	

<p>who support democracy and its principles.</p>	<p>technology has impacted civic participation and deliberation.</p>	
<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	<p>6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, businesses, and/or other countries.</p>	
<p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>	<p>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).</p>	
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<p>6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		

<i>Core Ideas:</i>	<i>Performance Expectation:</i>	Overarching Essential Questions
<p>Political and civil institutions impact all aspects of people’s lives</p>	<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p>	<ol style="list-style-type: none"> 1. How can diplomacy and international relations help to create a better society? 2. How do different political systems vary in their toleration and encouragement of change? 3. How can fostering cooperation between nations help to solve economic, social, cultural, or humanitarian international problems?
<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information</p>	<p>Content-Specific Essential Questions</p> <ol style="list-style-type: none"> 1. What is the purpose of the United Nations? 2. How is the United Nations structured? 3. Why is research vital? 4. How can you think and read like a historian? 5. How do you write a position paper? 6. What are the qualities of a successful delegate? 7. How do you write and deliver an effective speech? 8. How do you form a resolution? 9. How can negotiation bring about change and help opposing views come to a mutual agreement? 10. How are rules of procedure used to manage committee sessions? <p>Recommended Activities:</p> <ol style="list-style-type: none"> 1. Use key vocabulary terms appropriately 2. Research report on UN Charter and structure of the United Nations (committees) 3. Research report on assigned country (background information) 4. Position Paper detailing committee stance on the assigned topics. 5. Draft a resolution that helps further your assigned country’s interests. 6. Current Events Portfolio 7. Simulations and Debates between both assigned countries on topics assigned by NHSMUN
<p>Civic participation and deliberation are the responsibility of every member of society</p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing</p>	

	<p>arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	<ol style="list-style-type: none"> 8. Attendance and Participation at NHSMUN. 9. Use key ideas and details to understand a text 10. Determine a central idea and analyze its development 11. Cite textual evidence 12. Evaluate evidence 13. Make inferences 14. Summarize a text 15. Determine the meaning of words and phrases 16. Utilize historical thinking skills 17. Evaluate an argument as well as claims and counter-claims 18. Evaluate historical interpretations 19. Compare historical interpretations 20. Conduct explorations and investigations 21. Engage in discussion 22. Construct arguments 23. Read independently 24. Compare various accounts 25. Write in various modes 26. Listen attentively 27. Provide feedback to peers 28. Work independently and collaboratively 29. Conduct research 30. Present information 31. Document Based Questions 32. Small and large group discussions 33. Peer reviews 34. View films 35. Listen to audio 36. Conduct interviews 37. Simulations 38. Analyze statistics 39. Policy analysis and recommendations 40. Persuasive/Expository Writing Prompts
<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	
<p>In a democratic government, there are multiple processes by</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic</p>	

<p>which individuals can influence the creation of rules, laws, and public policy.</p>	<p>ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>	
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	<p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	
<p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) 		

<ul style="list-style-type: none"> ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p style="text-align: center;">Social and Emotional Learning: Competencies</p>	<p style="text-align: center;">Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<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.		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> o Do Nows - Exit Tickets o Document Based Questions o Debates/Discussions o Projects o Performances/Skits o Argument & Expository Writing Prompts o Other Assessments: <ul style="list-style-type: none"> ▪ Tests ▪ Collins ▪ Quizzes ▪ Current Events Journal 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Research report on UN Charter and structure of the United Nations (committees) ● Research report on assigned country (background information) ● Position Paper detailing committee stance on the assigned topics. ● Draft a resolution that helps further your assigned country's interests. ● Current Events Portfolio ● Simulations and Debates between both assigned countries on topics assigned by NHSMUN ● Attendance and Participation at NHSMUN. 	
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"> ● Choices Program Guides ● DBQ Online ● History Alive Resources ● Select primary sources ● Amistad Curriculum 	<ul style="list-style-type: none"> ● Modified Choices Program Guides ● Modified DBQ Online ● Skill building activities ● DBQ Online ● ProEd Shorts ● NewsELA 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native language 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects

<ul style="list-style-type: none"> ● Holocaust & Genocide Education Curriculum ● JStor ● NewsELA ● ArcGIS ● Periodicals ● Films 	<ul style="list-style-type: none"> ● Videos ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Pearson’s Pacemaker Series ● ProEd Shorts ● NewsELA 	<ul style="list-style-type: none"> ● 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, JStor, ARC’s Research Lab, NewsELA, DBQ Online 			
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 	<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, 	<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 	<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"> Repeat instructions as needed 	<p>additional examples, modeling, etc.)</p> <ul style="list-style-type: none"> 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"> 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 Technical Education Standard 9.4 Life 	<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</p>

Literacies and Key Skills		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.
	<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	
	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> ● Critical Thinking & Problem Solving ● Creativity and Innovation ● Collaboration, Teamwork and Leadership ● Cross-Cultural Understanding and Interpersonal Communications ● Communication and Media Fluency ● Accountability, Productivity and Ethics <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>	

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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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