

Trimester	Unit 2	Recommended Instructional Days
1 (and whenever appropriate throughout the year)	Our History & Heritage	20 Teaching Periods
<p><b>NJSLS - United States History: America in the World 6.1</b>  <b>Disciplinary Strand:</b>          6.1 U.S.History: American in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p> <p><b>Disciplinary Concept:</b> The study of History, Culture and Perspectives (History) includes concepts</p> <ul style="list-style-type: none"> <li>• Continuity and Change (CC)</li> <li>• Understanding Perspectives (UP)</li> <li>• Historical Sourcing and Evidence (SE)</li> <li>• Claims and Argumentation (CA)</li> </ul>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b></p>
<p><b>Core Ideas:</b></p> <p>Historical timelines put events in chronological order to help people understand the past.</p> <p>Understanding the past helps to make sense of the present.</p> <p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts and cultures.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</li> <li>• 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history</li> </ul>	

<p>The nature of history involves stories of the past preserved in a variety of sources.</p> <p>Historians create arguments outlining ideas or explanations based on evidence.</p>	<ul style="list-style-type: none"><li>● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li><li>● 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</li><li>● 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li><li>● 6.1.2.History.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</li><li>● 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</li></ul>	
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<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>          6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p><b>Disciplinary Concept:</b> Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.</p>		
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard</li> </ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</li> </ul>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>Why do we celebrate national holidays and heroes in our country? What is a symbol?</li> <li>What is a monument?</li> <li>What is culture?</li> <li>How are cultures alike and how are cultures different from each other?</li> <li>How is our classroom a diverse place?</li> <li>Why is it important to understand and appreciate differences among people and cultures?</li> </ul>

		<b><u>Activities:</u></b> <ul style="list-style-type: none"><li>● Small and large group discussions</li><li>● Explain how the past was different from the present</li><li>● Show and explain how people, places and/or things have changed and how they are the same</li><li>● Discuss how cultures are alike and how they are different</li><li>● Identify American holidays, symbols and monuments</li><li>● Discuss why we celebrate national holidays</li><li>● Discuss why we have symbols and monuments</li><li>● Explain how holidays, symbols and monuments are part of American culture</li><li>● Celebrate holidays</li><li>● Identify characteristics of our national heritage by examining stories of select individuals from folklore, history and/or fiction</li><li>● Create timelines of key historical figures, events, and places related to our community. Encourage students to practice verbs that imply past, present, and future.</li><li>● Compare the characteristics of select famous American characters with select famous characters from other parts of the world</li><li>● Read and color pages in Bayonne Activity Book</li><li>● view Brainpop Jr. on related topics</li><li>● Write a persuasive review about folk heroes, stories, songs, and other relevant texts related to our unit</li><li>● Create timelines of key historical figures, events, and places related to our community</li><li>● Encourage students to practice verbs that imply past, present, and future</li><li>● Create a photo timeline showing change over time</li><li>● <a href="#">Bayonne Then and Now</a></li></ul> <b><u>Interdisciplinary Connections:</u></b> <ul style="list-style-type: none"><li>● Presentations on my family; holidays; symbols (MU)</li><li>● Holiday-Halloween: Spiders/Bats</li></ul>
<b>Social Studies Practices</b>		
<ul style="list-style-type: none"><li>● Developing Questions and Planning Inquiry</li><li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li><li>● Seeking Diverse Perspectives</li><li>● Developing Claims and Using Evidence</li><li>● Presenting Arguments and Explanations</li><li>● Engaging in Civil Discourse and Critiquing Conclusions</li><li>● Taking Informed Action</li></ul>		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
<ul style="list-style-type: none"><li>● Self- awareness</li><li>● Social Awareness</li><li>● Self- Management</li><li>● Relationship Skills</li><li>● Responsible Decision-Making</li></ul>	<ul style="list-style-type: none"><li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li><li>● Demonstrate an awareness of the expectations for</li></ul>	

**Interdisciplinary Connections:**

- Presentations on my family; holidays; symbols (MU)
- Holiday-Halloween: Spiders/Bats

	<p>social interactions in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	<p>(SCI/MA/ELA/ART/TECH/MU)</p> <ul style="list-style-type: none"> <li>• Holiday-Veteran's Day: American Symbol Project (ART/ELA/MA/TECH/MU)</li> <li>• Holiday-Thanksgiving: My Favorite Foods (SCI/ELA/MA)</li> <li>• Holiday-Thanksgiving: I Am Thankful For Project</li> <li>• Family Tradition/Holiday Project (ART/ELA)</li> <li>• Holidays Around the World (ART/ELA)</li> <li>• Holiday-December: Gingerbread Project (ART/ELA)</li> <li>• Holiday- New Year's: My New Year's Resolution (ART/ELA)</li> <li>• Holiday-Martin Luther King Jr. Day (TECH/ELA)</li> <li>• Community helpers: write a Thank You card (ELA)</li> </ul> <p>Connections to ELA-NJSLS-Reading:</p> <ul style="list-style-type: none"> <li>• NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</li> <li>• NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> </ul>
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<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<u><b>Formative Assessments:</b></u> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Presentations</li> <li>● Graphic organizers</li> </ul>		<u><b>Benchmarks:</b></u> <ul style="list-style-type: none"> <li>● Read Aloud worksheets</li> </ul> <u><b>Summative Assessments:</b></u>

<ul style="list-style-type: none"><li>● Anecdotal records</li><li>● Activities/assessments in read alouds</li></ul>		<ul style="list-style-type: none"><li>● Picture book: Our National Heritage</li><li>● read aloud worksheets/activities</li><li>● Symbols project</li></ul>	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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"><li>● Read aloud books; Picture books</li><li>● Community Helper puppets</li><li>● Then &amp; Now Cards</li><li>● Desk Maps</li><li>● Amistad Curriculum</li><li>● Holocaust &amp; Genocide Education Curriculum</li><li>● NewsELA</li></ul>	<ul style="list-style-type: none"><li>● Skill building activity</li><li>● NewsELA</li><li>● Videos</li><li>● Leveled Assessments</li><li>● Choice Boards</li></ul>	<ul style="list-style-type: none"><li>● Bilingual dictionary</li><li>● Modified assessments and/or rubric</li><li>● Wieser Educational History Shorts</li><li>● Videos in their native language</li><li>● Shorts</li><li>● NewsELA</li><li>● Read Alouds:</li></ul>	<ul style="list-style-type: none"><li>● Leveled readings</li><li>● Novels; periodicals</li><li>● Leveled Assessments</li><li>● Enrichment activities &amp; projects</li><li>● Choice Boards</li><li>● Inquiry projects</li></ul>
Supplemental Resources			



<b>Technology:</b> <ul style="list-style-type: none"> <li>Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, SeeSaw, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Raz Plus</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>Novels, periodicals, maps, artifacts</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>Provide individual instruction as needed</li> <li>Modify assessments and/or rubrics</li> <li>Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>Skill building activities</li> <li>Leveled Assessments</li> <li>Choice Boards</li> <li>Multi-sensory (VAKT) approach during instruction</li> <li>Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>Modify test content and/or format</li> <li>Retakes</li> <li>Additional time</li> </ul>	<ul style="list-style-type: none"> <li>Modified activities</li> <li>Extend time requirements</li> <li>Preferred seating</li> <li>Checks for understanding/review</li> <li>Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>Modified assessments and/or rubric</li> <li>Reading materials in the native language</li> <li>Watching videos in the native language</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum compacting &amp; acceleration</li> <li>Leveled readings</li> <li>Leveled Assessments</li> <li>Enrichment activities &amp; projects</li> <li>Choice Boards</li> <li>Inquiry projects</li> </ul>

	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>		
<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> <li>● Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>● Standard 9.3: Career and Technical Education</li> <li>● Standard 9.4 Life Literacies and Key Skills</li> </ul>	<b>Disciplinary Concepts:</b> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>		
	<b>Core Ideas:</b>	<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</p>	

		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.
	<b><i>Performance Expectation/s:</i></b>	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)
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee</li> <li>● Demonstrate creativity and innovation</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>● Use technology to enhance productivity, increase collaboration, and communicate effectively</li> <li>● Work productively in teams while using cultural/global competence</li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	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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