

Trimester	Unit 4	Recommended Instructional Days
3	Our City & Our World: The Role of Economics, Innovation, and Technology in Building Bayonne and Our World	20 Teaching Periods
<p>NJSLS - United States History: America in the World 6.1 Disciplinary Strand: 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>Disciplinary Concept:The study of Economics, Innovation and Technology (Econ) includes the following concepts that are essential to understanding the important institutions of society and the principles these concepts are intended to reflect:</p> <ul style="list-style-type: none"> • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) <ul style="list-style-type: none"> • National Economy (NE) • Global Economy (GE) 		<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"> • The exchange of goods and services can have negative and positive effects. • A nation's economy is influenced by its government, human and 	<p>Performance Expectation:</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other</p>	

<p>physical capital, availability of resources, and technological progress.</p>	<p>regions in the United States have impacted economic opportunities.</p> <ul style="list-style-type: none">• 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.• 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.• 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.• 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: 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>Disciplinary Concept: The study of Economics, Innovation and Technology (Econ) includes the following concepts that are essential to</p>		

<p>understanding the important institutions of society and the principles these concepts are intended to reflect:</p> <ul style="list-style-type: none"> • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) 		
<p>Core Ideas:</p> <ul style="list-style-type: none"> • When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> • 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. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. How do people get what they need? 2. What is the market? 3. Why does where matter? 4. How does technology, innovation and entrepreneurship affect how we live and how we work? <p>Activities:</p> <ul style="list-style-type: none"> • Small and large group discussions • Brainstorm how people get their goods and services • Analyze pictures of how things are made, transported and sold • Draw a mind map of how things are made, transported and sold • Play a trading game (Nat Geo has resources) • Map a recipe • View an interactive map of where ingredients or good come from • Identify businesses in Bayonne • Explain why certain businesses are located in Bayonne • Invite a business owner to be a guest speaker • View maps of Bayonne and the surrounding areas • Discuss the role of waterways, bridges and airports in the economy • Explain the importance of the Bayonne Bridge
<p>Social Studies Practices</p>		
<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 		

<ul style="list-style-type: none"> Taking Informed Action 			
Social and Emotional Learning: Competencies		Social and Emotional Learning: Sub-Competencies	
<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. 	
		<ul style="list-style-type: none"> Explain and give examples of what a consumer and producer are List how they are consumers and how they are producers Produce a poster that will promote a product and try to sell it You have been given the opportunity to produce an item to sell at a local flea market. Write a paragraph explaining the item you plan to sell and what items you need to purchase. Make sure to note when you are a producer and when you a consumer. Research about a product and make a flow chart of the step of how it is produced. List the advantages and disadvantages of different methods of transporting goods. Chart on a map where different products come from. Go on a virtual tour of a manufacturing plant Read and color pages in Bayonne Activity Book view Brainpop Jr. on a related topic Observe how goods and people move around Bayonne Take a walk over the Bayonne Bridge View a video of the construction of the Bridge <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> View and discuss the video of the construction of the Bridge (SCI) Writing activities: explain the importance of trade to your life OR explain why Bayonne is a good place open up a business (ELA) Walking tour of the Bayonne Bridge or the Lite Rail (PHYSED) Create a poster (ART) Count money/Make a budget (MATH) <p>Connections to ELA-NJSLS-Reading:</p> <ul style="list-style-type: none"> NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant 	

		<p>connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none">● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.● 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● 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.● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words● NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.● NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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		<p>Connections to ELA-NJSLS-Writing:</p> <ul style="list-style-type: none">● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.● NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content● NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.● NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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>
<u>Formative Assessments:</u> <ul style="list-style-type: none"> Class discussion & participation Observations/Conferences Classwork activities Graphic Organizers Group activities Student journals/reflections Exit tickets Quizzes Activities/assessments in read alouds 		<u>Benchmarks:</u> <ul style="list-style-type: none"> Quizzes Read Aloud worksheets <u>Summative Assessments:</u> <ul style="list-style-type: none"> Project Presentation
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"> • Read aloud books; Picture books • Community Helper puppets • Then & Now Cards • Desk Maps • Amistad Curriculum • Holocaust & Genocide Education Curriculum • NewsELA 	<ul style="list-style-type: none"> • Skill building activity • 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 • Shorts • NewsELA • Read Alouds: 	<ul style="list-style-type: none"> • Leveled readings • Novels; periodicals • Leveled Assessments • Enrichment activities & projects • Choice Boards • Inquiry projects
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, SeeSaw, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Raz Plus Other: <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	ELL Core Resources	Gifted & Talented Core

	<i>IEP/504/At-Risk/ESL</i>		
<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 ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides 	<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 language 	<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"> ● Break assignments into segments of shorter tasks ● Oral rather than written answers 		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS <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 	Disciplinary Concepts: <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 		
	Core Ideas:	<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</p>	

		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 ● Demonstrate creativity and innovation ● Utilize critical thinking to make sense of problems and persevere in solving them ● 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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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