

Trimester	Unit 2	Recommended Instructional Days
1 (and whenever appropriate throughout the year)	My Community's History & Culture	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 History, Culture and Perspectives (History) includes concepts</p> <ul style="list-style-type: none"> • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA) 		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>
<p>Core Ideas:</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>Performance Expectation:</p> <ul style="list-style-type: none"> ● 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. ● 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history 	

The nature of history involves stories of the past preserved in a variety of sources.

- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 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.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 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.

<p align="center">NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand:</p> <p>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: 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>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 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> How were families different long ago? How are families alike and how are they different from each other? What is a symbol? Why do we celebrate national holidays and heroes in our country? How is our classroom a diverse place?

	make recommendations for change.	6. Why is it important to understand and appreciate differences among people and cultures?
Social Studies Practices		Activities:
<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 		<ul style="list-style-type: none"> ● Small and large group discussions ● Explain how the past was different from the present ● Show and explain how people, places and/or things have changed and how they are the same ● Discuss how families are alike and how they are different ● Discuss how they are like their classmates and how they are different from their classmates ● Identify instances of fairness and unfairness ● Identify instances of tolerance and intolerance ● Identify American holidays ● Identify symbols of American holidays ● Discuss why we celebrate national holidays ● Discuss why we have symbols ● Read and color pages in Bayonne Activity Book ● view Brainpop Jr. on related topics ● Write and illustrate a personal narrative about a tradition that represents your culture. Students will share their traditions in small groups. ● Write a persuasive review about folk heroes, stories, songs, and other relevant texts related to our unit. ● Create timelines of key historical figures, events, and places related to our community. ● Encourage students to practice verbs that imply past, present, and future. ● Bayonne Then and Now
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 	Interdisciplinary Connections: <ul style="list-style-type: none"> ● Presentations on my family; holidays; symbols (MU) ● Holiday-Halloween: Spiders/Bats (SCI/MA/ELA/ART/TECH/MU) ● Holiday-Veteran’s Day: American Symbol Project

	<p>social interactions in a variety of ways.</p> <ul style="list-style-type: none">● 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.	<p>(ART/ELA/MA/TECH/MU)</p> <ul style="list-style-type: none">● Holiday-Thanksgiving: My Favorite Foods (SCI/ELA/MA)● Holiday-Thanksgiving: I Am Thankful For Project● Family Tradition/Holiday Project (ART/ELA)● Holidays Around the World (ART/ELA)● Holiday-December: Gingerbread Project (ART/ELA)● Holiday- New Year's: My New Year's Resolution (ART/ELA)● Holiday-Martin Luther King Jr. Day (TECH/ELA)● Community helpers: write a Thank You card (ELA)● Learn how inventions and innovations changed the ways people and goods moved around Bayonne and the world (SCI) <p>Connections to ELA-NJSLS-Reading:</p> <ul style="list-style-type: none">● NJLSA.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.● NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.● NJLSA.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● NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text
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		<p>(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <ul style="list-style-type: none">● 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. <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
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<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"> ● Presentations on national holidays and our national symbols* ● Class “quilt” or “mural” of our diverse classroom community ● Presentations on community ● graphic organizers ● develop classroom rules and consequences ● name the important people in the school: principal, secretary, school nurse, custodian, etc. ● identify and explain the duties of the mayor, postal workers, firefighters, garbage collectors, superintendent, Board of Education, religious leaders, and police officers. ● activities/assessments in read alouds 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● My Favorite Place in Bayonne ● Read Aloud worksheets <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Where I Live Flip Book ● read aloud worksheets/activities ● Symbols project
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**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 	<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 	<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"> Amistad Curriculum Holocaust & Genocide Education Curriculum NewsELA 		<ul style="list-style-type: none"> NewsELA Read Alouds: 	
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Supplemental Resources

Technology:

- Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, SeeSaw, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Raz Plus

Other:

- Novels, periodicals, maps, artifacts

**Differentiated Student Access to Content:
Recommended Strategies & Techniques**

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 Alternate presentations of skills by varying the 	<ul style="list-style-type: none"> Modified activities Extend time requirements Preferred seating Checks for understanding/review Oral/visual directions/prompts when 	<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 	<p>method (repetition, simple explanations, 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 	<p>necessary, supplemental materials including Bilingual dictionary</p> <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, 	<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
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<p>Exploration, Preparation and Training</p> <ul style="list-style-type: none"> ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> ● Global and Cultural Awareness ● Information and Media Literacy ● 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 ● 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 	

Content Area: Social Studies (NJSLS-CHPE 6.1, 6.3) Grades K - 12
 Grade: 1

Dev Date::

	<ul style="list-style-type: none"> • Work productively in teams while using cultural/global competence
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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>