

Marking Period	Unit: 4	Recommended Instructional Days
Marking Period 4 (can be started earlier)	National History Day	40-50 Days
NJSLS - United States History 6.1 World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		
<i>Core Ideas</i>	<i>Performance Expectations:</i>	
<p style="text-align: center;">History, Culture, and Perspectives: Claims and Argumentation</p> <p>Historians use evidence from multiple sources to support their claims and arguments about the past.</p>	<p>6.1 U.S. History: America 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>Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p>	

	<p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code</p> <p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence...</p>	
<p align="center">NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	<p><u>Unit Overarching Essential Question:</u></p> <ul style="list-style-type: none"> ● A. Civics, Government, and Human Rights
<p align="center">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 ● Taking Informed Action 		<ul style="list-style-type: none"> ○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● B. Geography, People, and the Environment <ul style="list-style-type: none"> ○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> ○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? ○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● D. History, Culture, and Perspectives <ul style="list-style-type: none"> ○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? ● <u>Recommended Activities:</u> <ul style="list-style-type: none"> ○ Identifying a topic ○ General and specialized reading on the topic of choice
<p style="text-align: center;">Social and Emotional Learning: Competencies</p>	<p style="text-align: center;">Social and Emotional Learning: Sub-Competencies</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 	

	<p>skills to interact effectively with others.</p> <ul style="list-style-type: none">● Develop, implement, and model effective problem solving and critical thinking skills.	<ul style="list-style-type: none">○ Daily student led discussions of selected readings and current events always focusing on essential questions○ Library visit (archives)○ Create a research plan including timeline○ Create MLA notecards○ Annotating readings○ Create an annotated bibliography○ Create an outline○ Conduct interviews○ Review and revise work○ Peer review○ Current Event/Periodicals: Examine and discuss current problems in the world and their possible outcomes○ Type 1 and 2 Writings○ Small and large group discussions <ul style="list-style-type: none">● <u>Optional Extension Activities:</u><ul style="list-style-type: none">○ Mini-portfolio: binder of their research and rough drafts○ Podcasts○ WeVideo: documentaries○ Glogs○ Word clouds○ Commercial/Advertisement○ MLA format workshop● <u>Interdisciplinary Connections:</u><ul style="list-style-type: none">○ Connections will vary depending on topic
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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"> ● Do Nows - Exit Tickets ● Intro to search engines and research databases ● Review of Primary & Secondary ● Review of MLA citation ● Review of annotated bibliography ● Review of paraphrase and quotes 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● District Assessment <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Process Paper ● Annotated Bibliography ● Literature Review ● National History Day Project <ul style="list-style-type: none"> ○ dates to be determined by teacher: <ul style="list-style-type: none"> ■ Research Paper, Documentary, Website, Skit, Presentation (3 sided board) 	
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"> ● TCI History Alive, <i>The United States Through Industrialism</i> ● McGraw Hill <i>New Jersey</i> ● Pearson, <i>The African-American Odyssey</i> 	<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 ● Videos in their native language ● Pearson's Pacemaker Series ● ProEd Shorts 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects

<ul style="list-style-type: none"> ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● ArcGIS ● ARC Thematic Set: Historical Fiction 	<ul style="list-style-type: none"> ● ARC Thematic Set: Historical Fiction 	<ul style="list-style-type: none"> ● NewsELA 	<ul style="list-style-type: none"> ● ARC Thematic Set: Historical Fiction
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Supplemental Resources

Technology:

- Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, NHD website, NJNHD website

Other:

Organizations

- New Jersey Council for the Humanities
- New Jersey Council for the Social Studies
- William Paterson University of New Jersey
- New Jersey Studies Academic Alliance
- Rutgers-Camden Department of History
- New Jersey Historical Commission

Archives and Libraries

- National Archives Northeast Region (New York City)
- Princeton University Library
- Rutgers University Libraries
- Rutgers University Library Special Collections and University Archives
- United Methodist Archives Center
- William Paterson University Cheng Library

Historical Societies, Museums and Historic Sites

- Bergen County Historical Society
- Gloucester County Historical Society
- Historic Cold Spring Village
- Historical Society of Princeton
- Howell Living History Farm
- Indian King Tavern Museum
- Lake Hopatcong Historical Museum
- Monmouth County Historical Association
- New Jersey Historical Society
- Old Barracks Museum
- Westfield Historical Society
- Novels, Periodicals, Maps, artifacts, JStor, ARC's Research Lab, NewsELA, DBQ Online

**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 ● 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 	<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 	<p>native language</p>	
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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</p>

		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</i>		Holocaust Law: <i>N.J.S.A. 18A:35-</i>		LGBT and Disabilities Law:		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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Content Area: Social Studies (NJSLS-CHPE 6.1, 6.3) Grades K - 12
Grade: 8

Dev. Date:

	52:16A-88		28		N.J.S.A. 18A:35-4.35				
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