

Marking Period	Unit 1 Title	Recommended Instructional Days
1	ERA 7: The Emergence of Modern America: World War I (1890-1930)	5 days
<p>NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>
<p><i>Core Ideas:</i></p> <ul style="list-style-type: none"> → Social and political systems throughout time have promoted and denied civic virtues and democratic principles. → Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living. → Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. 	<p><i>Performance Expectation:</i></p> <p>6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p>6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.</p> <p>6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI</p>	

<p>→ Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p> <p>→ To better understand the historical perspective, one must consider historical context.</p>	<p>and compare it to another president's wartime leadership.</p> <p>6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.</p> <p>6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.</p> <p>6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).</p> <p>6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		

<p>Core Ideas:</p> <ul style="list-style-type: none"> → Civic participation and deliberation are essential characteristics of productive citizenship → Governments around the world support universal human rights to varying degrees. → Global interconnections create complex spatial patterns at multiple scales that continue to change over time. → Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and 	<p>Performance Expectation:</p> <p>6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.</p> <p>6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p> <p>6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources</p>	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. Do the ends ever justify the means? 2. Do people/nations see the same instance differently? 3. Does the interaction of economic, political, and social forces have an effect on events? 4. Are innovations in technology always a good thing? 5. Do conflicts change the world, or, does a changing world produce conflict? 6. Has the purpose of government and law changed since the ratification of the Constitution? 7. Is it acceptable to intervene in another party's affairs? 8. What determines one's role in society? <p>Activity Description:</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> ❖ Do News/Exit Tickets ❖ Small Group and Large Group Discussions ❖ Primary Source Analysis ❖ Constructed Responses ❖ Essay Writing ❖ WWI The Homefront <ul style="list-style-type: none"> ➤ Students will view primary sources about government policies enacted during WWI and complete an organizer ➤ Students can discuss whether they believe the Espionage Act and Sedition Act are Constitutional, and what effects they had on society ❖ WWI Experiences <ul style="list-style-type: none"> ➤ Students can view different sources about a) the way disabled veterans were perceived and treated when they came
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<p>the ability to distribute goods and services safely.</p> <p>→ Historical sources and evidence provide an understanding of different points of view about historical events.</p> <p>→ Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<p>about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</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>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>home from the war and/or b) LBGTQ+ WWI era poets</p> <p>❖ The Role of Different Groups During WWI (DEI/Amistad)</p> <ul style="list-style-type: none"> ➤ Women: Students can view a video clip from the National WWI Museum and Memorial about the role of women during WWI ➤ African Americans: <ul style="list-style-type: none"> ■ Students can view a video clip from the National WWI Museum and Memorial about the role of African Americans during WWI ■ Students can view video clips or read an article about the Harlem Hell Fighters ➤ Native Americans: Students can view a video clip from the National WWI Museum and Memorial about the role of Native Americans during WWI ➤ Immigrants: Students can view a video clip from the National WWI Museum and
<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 		

<ul style="list-style-type: none"> ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		<p>Memorial about the role of immigrants during WWI</p> <p>➤ Possible Discussion Questions:</p> <ul style="list-style-type: none"> ■ How did various groups contribute to the war effort? ■ Why did these groups contribute? What were the motivating factors? ■ What long term effects did these contributions have on society? <p>❖ League of Nations Article and Questions from Khan Academy:</p> <p>❖ DBQ: How Did The Versailles Treaty Help Cause World War II?</p>								
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>									
<p>Self-Awareness</p> <p>Self-Management</p> <p>Social Awareness</p> <p>Responsible</p> <p>Decision- Making</p> <p>Relationship Skills</p>	<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. 	<p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td>English</td> <td> <ul style="list-style-type: none"> ● Read WWI era poetry; create a found poem ● Conduct a class debate ● Analyze primary source documents , journals, and letters from WWI Soldiers ● Write a speech </td> </tr> <tr> <td>Math</td> <td> <ul style="list-style-type: none"> ● Analyze maps ● Analyze charts and maps of countries involved in WWI </td> </tr> <tr> <td>Science</td> <td> <ul style="list-style-type: none"> ● Analyze maps ● Research weapons of mass destruction used during the “Great War” ● Research WWI & medical advances </td> </tr> </tbody> </table>	Subject	Activities	English	<ul style="list-style-type: none"> ● Read WWI era poetry; create a found poem ● Conduct a class debate ● Analyze primary source documents , journals, and letters from WWI Soldiers ● Write a speech 	Math	<ul style="list-style-type: none"> ● Analyze maps ● Analyze charts and maps of countries involved in WWI 	Science	<ul style="list-style-type: none"> ● Analyze maps ● Research weapons of mass destruction used during the “Great War” ● Research WWI & medical advances
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		Health/Phys. Ed.	<ul style="list-style-type: none"> ● Research the outbreak of disease during and after WWI
		Technology	<ul style="list-style-type: none"> ● Create a powerpoint of a research project.
		World Languages	<ul style="list-style-type: none"> ● Study the cultures of the countries during WWI (Germany, Austria Hungary, Russia, France, etc.)
		Visual & Performing Arts	<ul style="list-style-type: none"> ● Create a political cartoon ● Photographic analysis ● Watch video clips and participate in a class discussion
		21 st Cent. Life and Career	<ul style="list-style-type: none"> ● Students will work in small groups and collaborate to achieve a common goal. ● Students will engage in challenging or competitive activities which will develop their leadership abilities over time.
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">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"> ● Do Nows - Exit Tickets ● Newsela Articles ● Image Analysis & Graphic Organizers/Gallery Walk 		<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"> ● Map Skills Assignments ● Analyzing Political Cartoons ● Identify and summarize points of view ● Online Games: Quizizz and Quizlet for content and vocabulary respectively ● Quizzes ● Flip Books ● Debates/Discussions ● Data Based Questions ● Document Based Questions ● Small and large group discussions ● Peer reviews ● View films ● Listen to audio ● Conduct interviews ● Simulations ● Analyze statistics ● Policy analysis and recommendations ● Persuasive/Expository Writing Prompts 	<ul style="list-style-type: none"> ● Document Analysis - Research various topics of the ● Essay/Debate ● Project ● Tests/Assessments
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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"> ● HMH, <i>American History</i> ● Pearson, <i>The African-American Odyssey</i> ● Pearson's Pacemaker Series, United States History ● Teacher's Curriculum Institute: History Alive! ● Amistad Curriculum 	<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 ● HMH, <i>American History</i>

<ul style="list-style-type: none"> ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS ● NewsELA 		<ul style="list-style-type: none"> ● NewsELA 	
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 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards ● Multi-sensory (VAKT) approach during instruction 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review 	<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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ul style="list-style-type: none"> ● Global and Cultural Awareness ● Information and Media Literacy 	
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> ● Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. ● Media have embedded values and points of view.
	<p>Performance Expectation/s:</p>	<ul style="list-style-type: none"> ● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and

		implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● 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)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>	X	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>