

Marking Period	Unit 2 Title	Recommended Instructional Days
1	ERA 8: The Emergence of Modern America: Roaring Twenties (1890-1930)	5-7
<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"> → Human rights serve as a foundation for democratic beliefs and practices. → Human settlement activities impact the environmental and cultural characteristics of specific places and regions. → Societies make decisions about how to produce and distribute goods and services and these decisions are influenced 	<p><i>Performance Expectation:</i></p> <p>6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.</p> <p>6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.</p> <p>6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p>	

<p>by the control of the means of production.</p> <p>→ Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>→ There are multiple and complex causes and effects of events from the past.</p> <p>→ Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>	<p>6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.</p> <p>6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> <p>6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.</p> <p>6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3</p>		

Disciplinary Strand: Disciplinary Concept:		
<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 	<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</p>	<p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> ● What are rights and does everyone deserve to have rights? ● Do the ends ever justify the means? ● Do people see the same things differently? ● Are innovations in technology always a good thing? ● Do conflicts change the world, or, does a changing world produce conflict? ● What determines one's role in society? ● How could the 1920's be "roaring" socially, but yet politically conservative? ● Why did the U.S. experience so much political and social change during the 1920's? ● How did government economic policies during the 1920s lead to the Great Depression? <p><u>Activity Description:</u></p> <p>Recommended Activities:</p>

<p>units of exchange, decisions of public and private institutions, and 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>Monetary Fund (IMF), research evidence from multiple sources 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>	<ul style="list-style-type: none"> ❖ Do Nows/Exit Tickets ❖ Small Group and Large Group Discussions ❖ Primary and Secondary Source Analysis ❖ Constructed Responses ❖ Post WWI Economy <ul style="list-style-type: none"> ➤ Students can view graphs depicting the economy post WWI ➤ Students can draw conclusions about how the growth of the economy post WWI led the rise of the consumer economy ❖ Post WWI Policies <ul style="list-style-type: none"> ➤ Students can view different laws enacted during WWI to determine how they affected immigration, refugee laws, and human rights (The Immigration Act of 1924) ➤ Students can view primary source documents and complete document analysis for various topics. (Sacco and Vanzetti, Scopes Trial, Prohibition,
Social Studies Practices		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives 		

<ul style="list-style-type: none"> ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		<p>Palmer Raids, Chicago Race Riots; Resurgence of the KKK)</p> <ul style="list-style-type: none"> ❖ Post WWI Culture <ul style="list-style-type: none"> ➤ Students can compare the role of women in society before, during, and after WWI ➤ Students can view videos and images about pop culture during the Roaring Twenties <ul style="list-style-type: none"> ■ LGBTQ+ Read the article and discuss: “How Gay Culture Blossomed During The Roaring Twenties” ➤ Students can view primary and secondary sources to determine how different groups were treated in America post WWI ➤ The Harlem Renaissance (Amistad) <ul style="list-style-type: none"> ■ Students can do a gallery walk viewing different artwork created during the Harlem Renaissance ■ Students can listen to music created during the Harlem Renaissance ■ Students can analyze poems and song lyrics from songs created during the Harlem Renaissance ■ LGBTQ+-viewing and discussing works of art created by artists who were members
<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 style="text-align: center;">of the LGBTQ+ community during the Harlem Renaissance</p> <ul style="list-style-type: none"> ● Video <p>❖ The Great Migration (Amistad)</p> <ul style="list-style-type: none"> ➤ Students can analyze maps depicting the movement of African Americans during the Great Migration ➤ Students can view various sources in order to determine reasons why the Great Migration took place ➤ Students can analyze documents and complete and analysis about The Great Migration from SHEG ➤ Students can determine the long term effects of the Great Migration on society by viewing the article <i>The Long-Lasting Effects of the Great Migration</i> <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <table border="1" data-bbox="1079 959 1808 1377"> <thead> <tr> <th data-bbox="1079 959 1283 1019">Subject</th> <th data-bbox="1283 959 1808 1019">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 1019 1283 1206">English</td> <td data-bbox="1283 1019 1808 1206"> <ul style="list-style-type: none"> ● Conduct a class debate ● Analyze different poems and songs that were created during the Harlem Renaissance ● Write a speech </td> </tr> <tr> <td data-bbox="1079 1206 1283 1377">Math</td> <td data-bbox="1283 1206 1808 1377"> <ul style="list-style-type: none"> ● Analyze maps about the Great Migration ● Analyze charts about the post WWI economic boom and crash </td> </tr> </tbody> </table>	Subject	Activities	English	<ul style="list-style-type: none"> ● Conduct a class debate ● Analyze different poems and songs that were created during the Harlem Renaissance ● Write a speech 	Math	<ul style="list-style-type: none"> ● Analyze maps about the Great Migration ● Analyze charts about the post WWI economic boom and crash
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<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 ● 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 		<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"> ● Document Analysis - Research various topics of the ● Essay/Debate ● Project ● Tests/Assessments 	
<p>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● HMH, <i>American History</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 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments

<ul style="list-style-type: none"> ● Pearson’s Pacemaker Series, United States History ● Teacher’s Curriculum Institute: History Alive! ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS 	<ul style="list-style-type: none"> ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards 	<p>language</p> <ul style="list-style-type: none"> ● Pearson’s Pacemaker Series ● ProEd Shorts ● NewsELA 	<ul style="list-style-type: none"> ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects ● HMH, <i>American History</i>
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 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments

<p>including audio, visual, and tactile/kinesthetic</p> <ul style="list-style-type: none"> ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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"> ● Enrichment activities & projects ● Choice Boards ● Inquiry projects
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Digital Citizenship 	
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> ● Innovative ideas or innovation can lead to career opportunities. ● Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.
	<p>Performance Expectation/s:</p>	<ul style="list-style-type: none"> ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

		<ul style="list-style-type: none"> ● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). ● 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
	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>	X	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>	X	Standards in Action: <i>Climate Change</i>