

Marking Period	Unit 3 Title	Recommended Instructional Days
1	ERA 9: The Great Depression and World War II: The Great Depression (1929-1945)	5
<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"> → Political and economic decisions throughout time have influenced cultural and environmental characteristics. → Multiple economic indicators are used to measure the health of an economy. → Governments and financial institutions influence monetary and fiscal policies. 	<p><i>Performance Expectation:</i></p> <p>6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).</p> <p>6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability</p> <p>6.1.12.EconNE.9.c: Explain how government can adjust taxes,</p>	

<ul style="list-style-type: none"> → There are multiple and complex causes and effects of historical events. → Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. → Complex interacting factors influence people's perspective 	<p>interest rates, and spending and use other policies to restore the country's economic health.</p> <p>6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).</p> <p>6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<ul style="list-style-type: none"> → Civic participation and deliberation are essential 	<p>6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the</p>	<p><u>Essential Question/s:</u></p> <ol style="list-style-type: none"> 1. What are rights and does everyone deserve them?

<p>characteristics of productive citizenship</p> <p>→ Governments around the world support universal human rights to varying degrees.</p> <p>→ Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</p> <p>→ Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</p>	<p>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 about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</p>	<ol style="list-style-type: none"> 2. What role should the government have in times of national disasters? 3. Do people see the same things differently? 4. Are innovations in technology always a good thing? 5. How does global interconnection impact society? <p><u>Activity Description:</u></p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> ❖ Do Nows/Exit Tickets ❖ Small Group and Large Group Discussions ❖ Primary and Secondary Source Analysis ❖ Constructed Responses ❖ The Great Depression/Dust Bowl <ul style="list-style-type: none"> ➤ Students can view primary sources and complete a document analysis about the Dust Bowl from SHEG ➤ Students can view primary sources and complete a document analysis about the Migrant Mother Photograph from SHEG ➤ Students can view a variety of primary and secondary sources regarding the Great Depression in order to determine the effects it had on individual people ➤ Students can research different government policies in order to determine how they led to the Great Depression ➤ DEI/AAPI- Students can read the article “Immigrant Life: Home, Community, and Social Aspects” and compare and contrast the experiences of Asian Americans, American
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<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>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>Indians, and Mexican Americans during the Great Depression</p> <ul style="list-style-type: none"> ➤ Disabilities: Students can read articles about FDR and Polio which discusses multiple presidents with disabilities and discuss ways people can overcome challenges and ways his disability was looked at by people during the presidential election ➤ Students can view the lesson The Great Depression, Dust Bowl, Disability: Background for “Of Mice and Men” in order to determine what the experiences were like for people with disabilities throughout the depression ❖ Climate Change Students can read the article “The Dust Bowl Offers Key Climate Change Lessons for the U.S.” ❖ The Depression World Wide <ul style="list-style-type: none"> ➤ Students can read an article and complete questions from Khan Academy “Global Great Depression” <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <table border="1" data-bbox="1079 1097 1887 1344"> <thead> <tr> <th data-bbox="1079 1097 1285 1157">Subject</th> <th data-bbox="1285 1097 1887 1157">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 1157 1285 1344">English</td> <td data-bbox="1285 1157 1887 1344"> <ul style="list-style-type: none"> ● Conduct a class debate ● Analyze primary and secondary source documents about the Great Depression ● Write a speech ● “Of Mice and Men” by John John Steinbeck </td> </tr> </tbody> </table>	Subject	Activities	English	<ul style="list-style-type: none"> ● Conduct a class debate ● Analyze primary and secondary source documents about the Great Depression ● Write a speech ● “Of Mice and Men” by John John Steinbeck
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English	<ul style="list-style-type: none"> ● Conduct a class debate ● Analyze primary and secondary source documents about the Great Depression ● Write a speech ● “Of Mice and Men” by John John Steinbeck 					
Social Studies Practices						
<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 						

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies		
Self-Awareness Self-Management Social Awareness Responsible Decision- Making Relationship Skills	<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. 	Math	<ul style="list-style-type: none"> ● Analyze maps ● Analyze charts and graphs about the stock market crash and unemployment
		Science	<ul style="list-style-type: none"> ● Analyze maps ● Study how environmental factors led to the Dust Bowl
		Health/Phys. Ed.	<ul style="list-style-type: none"> ● Research ways the Great Depression and Dust Bowl affected the health of Americans
		Technology	<ul style="list-style-type: none"> ● Create a powerpoint of a research project.
		World Languages	<ul style="list-style-type: none"> ● Study how a variety of countries were impacted by the depression
		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.
Assessments (Formative)		Assessments (Summative)	

<p><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><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> ● 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"> ● 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 ● NewsELA 	<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>
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 ● 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 	<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
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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 ● Critical Thinking and Problem-solving ● Global and Cultural Awareness 	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● With a growth mindset, failure is an important part of success. ● Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. ● Solutions to the problems faced by a global society require the

		contribution of individuals with different points of view and experiences.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● • 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). ● 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). ● 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. ● 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).
	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. 	

	<ul style="list-style-type: none"> ● 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.
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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>		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>