

Marking Period	Unit 10 Title	Recommended Instructional Days
Marking Period 4	Era 16. Contemporary United States: Interconnected Global Society (1970–Today)	30-35 Days
<p align="center">NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:</p>		<p>Recommended Activities:</p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● DBQ: Should Schools Be Allowed to Limit Students' Online Speech? ● DBQ: What Types of Citizen Does a Democracy Need? ● DBQ: The Preamble and the Federal Budget: Are We Slicing the Pie Correctly? ● DBQ: How Should the US Reduce Economic Inequality? ● DBQ: Is College Worth It? ● DBQ: Businesses and Food Waste: What Story Should Be Told? ● Review and analyze the importance of Media Literacy ● Review and analyze the impact of Social Media ● Review and analyze the U.S. dependence on foreign oil ● Review and analyze the impact and fear of automation and how technology ● Review and analyze the spread of Democracy and Capitalism around the world ● Review and analyze income inequality in the US ● Small group and large group discussions
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p align="center">Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</p>	<p>6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.</p>	
<p align="center">Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p>	<p>6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p>	
<p align="center">Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p>	<p>6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.</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 without interruption.</p>	<p>6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p>	<p><u>Optional Extension Activities:</u></p> <ul style="list-style-type: none"> ● Review and analyze Facebook Papers and NYT Podcast about Facebook’s impact on children and misinformation ● Review and analyze federal and state funding in Urban compared to Suburban areas ● Review and analyze China’s stealing of intellectual property ● Review and analyze policies in place to curb carbon emissions ● Review and analyze U.S. policies to reduce dependence on foreign oil ● Review the implementation of automation into Amazon warehouses and Car manufacturers <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> ● Science: Explore Carbon Capture Technology ● Language Arts: read dystopian literature such as Machine Stops, Fahrenheit 451; write to local officials about climate change ● Art: explore how visual artists such as Maya Lin and others are addressing climate change ● Math: analyze population trends using census data (Diversity & Inclusion) <p><u>New Jersey Legislative Statutes and Administrative.</u></p> <ul style="list-style-type: none"> ● Climate Change <ul style="list-style-type: none"> ○ 6.1.12.GeoHE16.a: Review of the UN Declaration, UN Millenial Goals VS UN Sustainable Development Goals, Evaluate Developed VS Undeveloped Nation’s Climate production ○ 6.2.12.EconGE.6.a: Research US aide to other nations and what the money or equipment is for, UN programs for economic imbalances, social inequalities, climate change, health and/or illiteracy, NGOs that economic imbalances, social inequalities, climate change, health and/or illiteracy. ○ 6.2.12.CivicsHR.6.b: Research UN Security Council, Paris Climate Accords,
<p>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>	<p>6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p>	
<p>To better understand the historical perspective, one must consider historical context.</p>	<p>6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.</p>	
<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts</p>	<p>6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p> <p>6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich</p>	

	and poor, and evaluate how this has affected individuals and society.	<ul style="list-style-type: none"> ○ <i>6.3.12.GeoGI.1: Leverage video conferences to setup discussion with international students and NGOs</i>
Human Environment Interaction: Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales	6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change	
Global Economy: 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	6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.	
Human and Civil Rights: Human and civil rights support the worth and dignity of the individual	6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.	
Global Interconnections: Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including	

	<p>climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p>	
<p>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 <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
<p>Political and civil institutions impact all aspects of people’s lives</p>	<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p>	
<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with</p>	

	<p>individuals who might benefit from this information</p>	<p>and challenging public actions and decisions in a diverse and interdependent world?</p>
<p>Civic participation and deliberation are the responsibility of every member of society</p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	
<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	

<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p>	
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	6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.	
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	
Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).	
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: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	

<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 skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 	
<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 ● DBQ: Should Schools Be Allowed to Limit Students' Online Speech? ● DBQ: What Types of Citizen Does a Democracy Need? ● DBQ: The Preamble and the Federal Budget: Are We Slicing the Pie Correctly? ● DBQ: How Should the US Reduce Economic Inequality? ● DBQ: Is College Worth It? ● DBQ: Businesses and Food Waste: What Story Should Be Told? ● Review and analyze the importance of Media Literacy ● Review and analyze the impact of Social Media ● Review and analyze the U.S. dependence on foreign oil 	<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 ● DBQ: Should Schools Be Allowed to Limit Students' Online Speech? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate/Project ● DBQ: What Types of Citizen Does a Democracy Need? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate/Project ● DBQ: The Preamble and the Federal Budget: Are We Slicing the Pie Correctly? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate/Project ● DBQ: How Should the US Reduce Economic Inequality? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate/Project 	

<ul style="list-style-type: none"> ● Review and analyze the impact and fear of automation and how technology ● Review and analyze the spread of Democracy and Capitalism around the world ● Review and analyze income inequality in the US ● Small group and large group discussions ● ● ● 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 	<ul style="list-style-type: none"> ● DBQ: Is College Worth It? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate/Project ● DBQ: Businesses and Food Waste: What Story Should Be Told? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate/Project ● Tests/Assessments 		
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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"> ● Prentice Hall, <i>United States History: New Jersey Edition</i> ● Prentice Hall, <i>A History of the United States</i> ● McDougal Littell, <i>The Americans</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
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, Quiz, 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 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 ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers 	<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

<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 	<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
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<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"> ● Information and Media Literacy ● Technology Literacy 	
	Core Ideas:	<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>
	Performance Expectation/s:	<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>
	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)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		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>	X	Standards in Action: <i>Climate Change</i>
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