



**Integrated Social Studies C  
Grades 9-12 Year 3**

Integrated Social Studies is designed to give students an understanding of the world around them through a social studies lens. The intent of this course is to provide each student an opportunity to acquire knowledge and skills related to social studies and life skills presented throughout their high school career. From this conceptual base, students will be encouraged to foster critical thinking skills, to apply knowledge and to identify the real-life significance of Social Studies.

**Course Sequence & Pacing**

Unit Title	MP/Weeks
<b>Unit 1: How We Learn</b>	MP 1
<b>Unit 2: Pop Culture</b>	MP 2
<b>Unit 3: Individual Differences</b>	MP 3
<b>Unit 4: Health and Safety</b>	MP 4

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

Holocaust and genocides (N.J.S.A. 18A:35-28)

History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)

Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)

Climate Change - [Please click here for specific examples \(by subject\)](#)

# Unit 1

## Stage 1: Desired Results

### Unit 1: How We Learn

**Unit Summary:** As a society we know the importance of a good education, but where does that education come from? This unit will focus on how knowledge and skills are gained not just from the classroom, but from our homes, our peers, the media, and society.

## Unit 1 Learning Targets

### NJSLS Grade Level Standards:

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

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6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

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### Curricular Connections

#### Career Readiness, Life Literacies, & Key Skills (CLKS):

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

#### Computer Science & Design Thinking (CS & DT):

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

**Interdisciplinary Connections:**

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Unit Essential Questions:**

- What are the multiple intelligences?
- How can an understanding of the multiple intelligences support student learning?
- How does our family and peers influence how we learn and what we learn?
- In what ways have people been denied education throughout history?

**Unit Enduring Understandings:**

- Individuals learn differently based on their strengths and weaknesses.
- Understanding how one learns most effectively correlates with success.
- From a young age we are taught by many people in various environments; all of this knowledge influences us in some way.
- Who teaches us has an impact on our morals, values, and beliefs.

- What are the pros and cons of various educational options (public school, private school, homeschool, virtual school, vocational school, college/university).
- How can one tell if a source is reliable?
- What are the signs of an unreliable source?
- Why is research important?
- How are primary and secondary sources similar? How are they different?
- How can we use our knowledge to teach others?

- Many groups of people have fought throughout history for equal opportunities in education.
- There are various learning environments that cater to the needs of different students.
- Reliable sources come from unbiased experts.
- Unreliable sources are often biased.
- Conducting accurate research is imperative to the educational experience as it helps obtain appropriate and reliable knowledge.
- Primary sources give direct access to the subject of the research.
- Secondary sources provide second-hand information and commentary from other researchers.
- Everyone has information to be shared with others in order to make the world a better place.

**Content-Students will know:**

- Howard Gardener's Multiple Intelligences
  - Visual-Spatial
  - Bodily-Kinesthetic
  - Verbal-Linguistic
  - Logical-Mathematical
  - Musical
  - Interpersonal
  - Intrapersonal
  - Naturalistic
- The expansion of public education
- Reliable sources vs unreliable sources
- Research
- Primary vs. secondary sources
- Teaching others out of the classroom

**Skills-Students will be able to:**

- Identify the multiple intelligences of Howard Gardner
- Conclude which intelligence(s) best suits them
- Apply knowledge of multiple intelligences to increase academic success
- Explain the expansion of public education
- Defend equal educational opportunities for all
- Describe the components of a reliable source
- Describe the components of an unreliable source
- Differentiate between reliable and unreliable sources
- Compose accurate research
- Differentiate between primary and secondary sources
- Utilize primary and secondary sources when appropriate

## Stage 2: Evidence of Student Learning

### Summative Assessments:

Multiple Intelligence ranking project  
Expansion of education timeline  
Reliable vs Unreliable source handbook

### Formative Assessments:

Analysis of primary/secondary sources  
Open ended questions based on essential questions  
Self assessments/reflections  
Community Based Instruction  
Exit Tickets

### Common Benchmark Assessments:

Cooperative and independent learning experiences  
Class work and homework  
Class discussion and participation

### Alternative Assessments:

Multimedia presentations  
Projects

## Stage 3: Core Instructional Plan & Resources

### Skill:

#### Weeks 1-2:

- Identify the multiple intelligences of Howard Gardner
- Conclude which intelligence(s) best suits them
- Apply knowledge of multiple intelligences to increase academic success

#### Weeks 3-4:

- Explain the expansion of public education
- Defend equal educational opportunities for all

#### Weeks 5-6:

- Describe the components of a reliable source
- Describe the components of an unreliable source

### Learning Activities:

Teacher created materials - Google Slides and Docs  
Google Classroom  
Chromebooks  
Primary sources  
Graphic organizers  
Youtube/Edpuzzle  
Maps  
Political cartoons  
Actively Learn  
Commonlit  
Stanford History Education Group

<ul style="list-style-type: none"> <li>• Differentiate between reliable and unreliable sources</li> </ul> <p><b>Weeks 7-8:</b></p> <ul style="list-style-type: none"> <li>• Compose accurate research</li> </ul> <p><b>Weeks 9-10:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between between primary and secondary sources</li> <li>• Utilize primary and secondary sources when appropriate</li> </ul>	<p>Gilder Lehrman Institute  Bill of Rights Institute  American Panorama  American Social History Project  OER Project  The Idea of America  Library of Congress  National Archives  Rozy Learning  Smithsonian's History Explorer  Teaching Tolerance  Teaching American History  Teaching History  World History Matters  Virtual Museum Tours</p>
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## Suggested Activities for Differentiation

### **Suggested Strategies and Practices that Support Students with Disabilities :**

- Follow applicable accommodations and modifications as per student's IEP.
- Unit Specific Strategies and Practices
  - Teach and reteach new content specific vocabulary
  - Visual supports for differing abilities
  - Graphic organizers
  - Extended time for assignments and projects
  - Use of computer and computer programs
  - Modified text for historical documents and primary sources
  - Use of highlighters to differentiate information
  - Step by step directions
  - Prompts and modeling
  - Chunking of information, directions, and tasks
  - Cooperative learning groups
  - Use of visual and multisensory formats
  - Use of assisted technology
  - Modification of content and student products

### **Suggested Strategies and Practices that Support English Language Learners:**

- Contact with ESL teacher
- Content specific personal glossary
- Text-to-speech/translations

- Extended time
- Simplified instructions
- Verbal and written instructions
- Breaks as needed
- Cooperative learning groups
- Checklists
- Individual goal setting
- Provide immediate feedback
- Use of visual and multisensory formats
- Use of assisted technology
- Modification of content and student products

**Students At Risk of Failure:**

- Alternative Assessments
- One on one assistance
- Additional time to complete tasks
- Reward system/contract
- Leveled rubrics
- Personal agendas
- Cooperative learning groups
- Individual goal setting
- Use of visual and multisensory formats
- Use of assisted technology
- Modification of content and student products

**Students with 504 Plans:**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Use of high level academic vocabulary/texts
- Problem-based learning
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Independent study
- Higher-order thinking skills
- Student-driven instruction
- Real-world problems and scenarios

## Unit 2

### Stage 1: Desired Results

#### Unit 2: Pop Culture

**Unit Summary:** Culture is a small word with a big meaning; it encompasses all that we do on a daily basis. The media, music, movies, sports, literature, fashion, technology, and language influence who we are and how we interpret the world around us.

### Unit 2 Learning Targets

#### NJSLS Grade Level Standards:

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

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).

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.

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.

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.

6.1.12.EconNE.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

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.



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### **Curricular Connections**

#### **Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

#### **Computer Science & Design Thinking (CS & DT):**

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

#### **Interdisciplinary Connections:**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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well as to interact and collaborate with others.

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W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Unit Essential Questions:

- What are the different elements/examples of pop culture?
- Who decides when something is ‘popular’?
- How do historical events influence pop culture?
- How does pop culture, specifically entertainment, address historical and significant events?
- Why does some pop culture transcend place and time?
- Why does pop culture change throughout time?

### Unit Enduring Understandings:

- Pop culture includes music, movies, television, fashion, sports, technology, and literature.
- Society decides if something is ‘cool’ and enters the world of pop culture.
- Pop culture is influenced by historical events as entertainers and artists draw inspiration from the world around them.
- Events such as war can impact elements of pop culture such as athletes in sports, consumerism, and technology.
- Entertainers and artists use their medium to protest, help heal, and support historical events
- Pop culture can transcend time and place as some themes do not die.
- Pop culture changes throughout time based on historical events.

### Content-Students will know:

Students will be exposed to pop culture such as music, movies, sports, fashion, technology, literature, and media from the following decades and events, and how those events helped shape pop culture and vice versa:

1920s

- 19th amendment
- Prohibition
- Organized crime
- Harlem Renaissance

### Skills-Students will be able to:

- Explain different elements of pop culture
- Differentiate between pop culture across decade
- Identify why something is defined as pop culture
- Classify pop culture according to decade
- Analyze how historical events affect pop culture
- Analyze how pop culture reflects historical events

1950s

- Korean War
- Brown vs. Board of Education
  - Little Rock Nine
- Rosa Parks
- Space Race
- Cold War
- Segregation

1960s

- The Cold War
- JFK election and assassination
- Moon landing
- Civil Rights movement
- Hippies/free love
- The Beatles/Rock and Roll
- Vietnam War and protests
- Woodstock

1970s and 1980s

- Roe vs. Wade
- Richard Nixon
- AIDS
- End of the Cold War
- Challenger explosion
- John Lenon assassination

1990s

- Gulf War
- Nelson Mandela and South Africa
- Growth of computer and internet
- Rwanda
- Harry Potter first released

## Stage 2: Evidence of Student Learning

### Summative Assessments:

Pop culture decades brochure  
Historical event and pop culture cause and effect timeline

### Formative Assessments:

Analysis of primary/secondary sources  
Open ended questions based on essential questions  
Self assessments/reflections  
Community Based Instruction  
Exit Tickets

### Common Benchmark Assessments:

Cooperative and independent learning experiences  
Class work and homework  
Class discussion and participation

### Alternative Assessments:

Multimedia presentations  
Projects

## Stage 3: Core Instructional Plan & Resources

### Skill:

#### Weeks 1-2:

- Explain different elements of pop culture

#### Weeks 3-4:

- Identify why something is defined as pop culture

#### Weeks 5-6:

- Differentiate between pop culture across decade
- Classify pop culture according to decade

#### Week 7-10:

- Analyze how historical events affect pop culture
- Analyze how pop culture reflects historical events

### Learning Activities:

Teacher created materials - Google Slides and Docs  
Google Classroom  
Chromebooks  
Primary sources  
Graphic organizers  
Youtube/Edpuzzle  
Maps  
Political cartoons  
Actively Learn  
Commonlit  
Stanford History Education Group  
Gilder Lehrman Institute  
Bill of Rights Institute

	American Panorama American Social History Project OER Project The Idea of America Library of Congress National Archives Roszy Learning Smithsonian's History Explorer Teaching Tolerance Teaching American History Teaching History World History Matters Virtual Museum Tours
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## Suggested Activities for Differentiation

### **Suggested Strategies and Practices that Support Students with Disabilities :**

- Follow applicable accommodations and modifications as per student's IEP.
- Unit Specific Strategies and Practices
  - Teach and reteach new content specific vocabulary
  - Visual supports for differing abilities
  - Graphic organizers
  - Extended time for assignments and projects
  - Use of computer and computer programs
  - Modified text for historical documents and primary sources
  - Use of highlighters to differentiate information
  - Step by step directions
  - Prompts and modeling
  - Chunking of information, directions, and tasks
  - Cooperative learning groups
  - Use of visual and multisensory formats
  - Use of assisted technology
  - Modification of content and student products

### **Suggested Strategies and Practices that Support English Language Learners:**

- Contact with ESL teacher
- Content specific personal glossary
- Text-to-speech/translations
- Extended time
- Simplified instructions

- Verbal and written instructions
- Breaks as needed
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- Individual goal setting
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**Students At Risk of Failure:**

- Alternative Assessments
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**Specific Strategies and Practices that Support Gifted & Talented Students:**

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- Problem-based learning
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Independent study
- Higher-order thinking skills
- Student-driven instruction
- Real-world problems and scenarios

# Unit 3

## Stage 1: Desired Results

### Unit 3: Individual Differences

**Unit Summary:** In an accepting environment, it is not only important to recognize differences among people and communities, but also to learn about different groups of people in order to create a more inclusive world. By studying and understanding individual differences, we can eliminate hate and embrace one another without exception.

## Unit 3 Learning Targets

### NJSLS Grade Level Standards:

- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

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### **Curricular Connections**

#### **Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

#### **Computer Science & Design Thinking (CS & DT):**

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

#### **Interdisciplinary Connections:**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.



RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

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W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### **Unit Essential Questions:**

- What is the difference between tolerance and inclusion/acceptance?
- How can we create a more inclusive society?
- How does diversity impact inclusion and acceptance?
- How can bias and prejudice lead to conflict?
- Why is it important to understand the perspectives of other cultures in an interconnected world?
- How can society guarantee human rights for all?
- Why do some groups of people lack opportunities and resources?
- What is marginalization?
- How have marginalized groups been treated over time?
- How have marginalized groups and allies fought for equality, inclusion, and acceptance?

#### **Unit Enduring Understandings:**

- There is a difference between tolerance and inclusion/acceptance.
- We all have a place in our community regardless of our differences.
- Individual differences should be shared and celebrated.
- Experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- The struggle for equal rights is an important part of American history.
- Opportunities and resources differ depending on identifiers such as gender, race, ethnicity, religion, etc.
- Marginalized groups and allies have fought for, and continue to fight for equality, inclusion, and acceptance.

**Content-Students will know:**

- Inclusion
- Acceptance
- Tolerance
- Diversity
- Equality
- Bias
- Prejudice
- Stereotype
- Human rights
- Opportunity
- Resources
- Marginalized groups
  - LGBTQ+ community
  - Racial and ethnic minorities
  - People with disabilities
  - People suffering from mental health illnesses
  - Religious minorities

**Skills-Students will be able to:**

- Differentiate between inclusion and tolerance
- Explain the significance of inclusion and acceptance
- Correlate inclusion with equality
- Define and explain bias, prejudice, and stereotype
- Advocate for human rights
- Identify varying levels of opportunity and resources among different groups of people
- Distinguish marginalized groups of people
- Analyze why certain groups are marginalized
- Analyze how certain groups are marginalized
- Propose ideas to support marginalized groups

## Stage 2: Evidence of Student Learning

**Summative Assessments:**

Inclusivity/Acceptance/Diversity/Equality poster  
Google Slides presentation on a marginalized group

**Formative Assessments:**

Analysis of primary/secondary sources  
Open ended questions based on essential questions  
Self assessments/reflections  
Community Based Instruction  
Exit Tickets

**Common Benchmark Assessments:**

Cooperative and independent learning experiences

Class work and homework

Class discussion and participation

**Alternative Assessments:**

Multimedia presentations

Projects

## Stage 3: Core Instructional Plan & Resources

**Skill:****Week 1:**

- Define and explain bias, prejudice, and stereotype

**Weeks 2-3:**

- Differentiate between inclusion and tolerance
- Explain the significance of inclusion and acceptance
- Correlate inclusion with equality

**Week 4:**

- Advocate for human rights

**Weeks 5-6:**

- Identify varying levels of opportunity and resources among different groups of people

**Weeks 7-10:**

- Distinguish marginalized group of people
- Analyze why certain groups are marginalized
- Analyze how certain groups are marginalized
- Propose ideas to support marginalized groups

**Learning Activities:**

Teacher created materials - Google Slides and Docs

Google Classroom

Chromebooks

Primary sources

Graphic organizers

Youtube/Edpuzzle

Maps

Political cartoons

Actively Learn

Commonlit

Stanford History Education Group

Gilder Lehrman Institute

Bill of Rights Institute

American Panorama

American Social History Project

OER Project

The Idea of America

Library of Congress

National Archives

Rozzy Learning

Smithsonian's History Explorer

Teaching Tolerance

Teaching American History

Teaching History

World History Matters

Virtual Museum Tours

## Suggested Activities for Differentiation

### **Suggested Strategies and Practices that Support Students with Disabilities :**

- Follow applicable accommodations and modifications as per student's IEP.
- Unit Specific Strategies and Practices
  - Teach and reteach new content specific vocabulary
  - Visual supports for differing abilities
  - Graphic organizers
  - Extended time for assignments and projects
  - Use of computer and computer programs
  - Modified text for historical documents and primary sources
  - Use of highlighters to differentiate information
  - Step by step directions
  - Prompts and modeling
  - Chunking of information, directions, and tasks
  - Cooperative learning groups
  - Use of visual and multisensory formats
  - Use of assisted technology
  - Modification of content and student products

### **Suggested Strategies and Practices that Support English Language Learners:**

- Contact with ESL teacher
- Content specific personal glossary
- Text-to-speech/translations
- Extended time
- Simplified instructions
- Verbal and written instructions
- Breaks as needed
- Cooperative learning groups
- Checklists
- Individual goal setting
- Provide immediate feedback
- Use of visual and multisensory formats
- Use of assisted technology
- Modification of content and student products

### **Students At Risk of Failure:**

- Alternative Assessments
- One on one assistance
- Additional time to complete tasks

- Reward system/contract
- Leveled rubrics
- Personal agendas
- Cooperative learning groups
- Individual goal setting
- Use of visual and multisensory formats
- Use of assisted technology
- Modification of content and student products

**Students with 504 Plans:**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Use of high level academic vocabulary/texts
- Problem-based learning
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Independent study
- Higher-order thinking skills
- Student-driven instruction
- Real-world problems and scenarios

## Unit 4

### Stage 1: Desired Results

**Unit 4: Health & Safety**

**Unit Summary:** An essential element of life is maintaining health and safety. Health and safety is both a personal and community goal in which laws have been created to prevent harm at work, school, and public places. Health and safety also encompasses the increased awareness of mental health and human rights.

### Unit 4 Learning Targets

**NJSLS Grade Level Standards:**

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

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6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

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### **Curricular Connections**

#### **Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

#### **Computer Science & Design Thinking (CS & DT):**

8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.

8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

#### **Interdisciplinary Connections:**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and

sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Essential Questions:**

- How was the workplace different during the Industrial Revolution compared to today?
- What is a union? How does a union work?
- What causes major national change?
- What laws and reforms improved the lives of workers and families during the Progressive Era?
- How did the lives of workers and families change during the Progressive Era?
- What is the purpose of OSHA?
- How have human rights been denied to people throughout history?
- How has September 11th, 2001 changed the world from a safety perspective?
- Why do we practice emergency drills?
- What mental health illnesses affect teenagers?
- How can I improve my own mental self care?
- How can I use the internet safely?

### **Unit Enduring Understandings:**

- Though the Industrial Revolution had major successes, it was built on the backs of workers who were overworked, underpaid, and in constant danger.
- Unions are groups of workers who fight for the good of all workers in a particular industry.
- Tragedy often causes major national change.
- The Progressive Era saw numerous laws and reforms set to improve the lives of workers and families.
- OSHA ensures safe working conditions by setting and enforcing health and safety standards.
- Emergency drills are practiced to ensure our health and safety.
- Mental health awareness and self care has increased dramatically.
- In an increasingly online world, there are steps we can take in order to ensure our online safety.

**Content-Students will know:**

- Problems of the Industrial Revolution in the workplace
- Rise of unions
- Upton Sinclair - *The Jungle*
- Triangle shirtwaist fire
- Progressive era laws/reforms
  - Pure Food and Drug Act
  - Meat Inspection Act
  - Child labor laws
  - Work hours and conditions
  - Prohibition
- Occupational Safety and Health Administration
- Human rights violations
- September 11th, 2001
- Safety drills today
- Mental health - illnesses and self care
- Online safety

**Skills-Students will be able to:**

- Identify problems of the Industrial Revolution
- Explain the purpose of a union
- Analyze historical events which led to major changes in health and safety
- Analyze the laws and reform efforts of the Progressive Era
- Identify the purpose of OSHA
- Analyze human rights violations throughout history
- Describe the significance of September 11th, 2001 as it relates to health and safety
- Apply their knowledge of emergency drill protocol
- Discuss mental health illnesses and various methods of self care
- Identify steps to remain a responsible and safe internet user

**Stage 2: Evidence of Student Learning****Summative Assessments:**

Health and Safety Comic Strip  
Cause and Effect Progressive Era Timeline

**Formative Assessments:**

Analysis of primary/secondary sources  
Open ended questions based on essential questions  
Self assessments/reflections  
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**Common Benchmark Assessments:**

Cooperative and independent learning experiences

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Class discussion and participation

**Alternative Assessments:**

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## Stage 3: Core Instructional Plan & Resources

**Skill:****Weeks 1-3:**

- Identify problems of the Industrial Revolution
- Explain the purpose of a union
- Analyze historical events which led to major changes in health and safety
- Analyze the laws and reform efforts of the Progressive Era

**Week 4:**

- Identify the purpose of OSHA

**Weeks 5-6:**

- Analyze human rights violations throughout history

**Week 7:**

- Describe the significance of September 11th, 2001 as it relates to health and safety
- Apply their knowledge of emergency drill protocol

**Weeks 8-9:**

- Discuss mental health illnesses and various methods of self care

**Week 10:**

- Identify steps to remain a responsible and safe internet user

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