



**Integrated Social Studies D
Grades 9-12 Year 4**

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
Unit 1: Conservation and Preservation	MP 1
Unit 2: Social Sciences - Sociology	MP 2
Unit 3: Architecture and Landmarks	MP 3
Unit 4: Research	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: Conservation and Preservation

Unit Summary: Conservation and preservation are terms primarily focused on saving the environment. These terms don't just have to do with national parks - conservation and preservation affects cities, can also be applied to societal ideas such as heritage,

Unit 1 Learning Targets

NJSLS Grade Level Standards:

- 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 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.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- 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.
- 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.
- 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.
- 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.
- 6.1.12.GeoHE.16.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.
- 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 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.

Curricular Connections

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

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

Computer Science & Design Thinking (CS & DT):

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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 was Teddy Roosevelt's impact on the American conservation and preservation movements?
- Which laws and policies have been created to support conservation and preservation?
- Why were National Parks created?
- What are examples of natural resources?
- What is exploitation and how does it relate to natural resources?
- How can we create a more sustainable world?
- What is the difference between renewable and nonrenewable resources?
- What are examples of alternative energy sources?
- How do alternative energy sources support conservation?
- What is urban conservation?
- How can society preserve heritage and cultures?

Unit Enduring Understandings:

- Teddy Roosevelt was a pioneer for American conservation and preservation.
- Conservation and preservation efforts have been made possible through government intervention
- Natural resources need to be conserved for the good of society and of the earth.
- The exploitation of natural resources is the use of natural resources for economic growth, but negatively impacts the environment..
- Sustainability presumes resources are finite, and should be used conservatively and wisely with a view of long term priorities and consequences.
- Renewable resources are resources that continue to exist despite being consumed, and can replenish themselves over time.
- Nonrenewable resources are limited in supply and cannot be used sustainably.
- Alternative energy sources include solar, wind, hydro, and tidal power.
- Alternative energy supports conservation through the use of renewable resources which have a limited negative impact on the environment.
- Urban conservation is the practice of protecting and managing urban areas in a way that improves their social, economic, and environmental sustainability.
- Preserving one's heritage and culture protects our sense of who we are, connects us to the past, gives us a sense of unity, belonging and pride, and helps us live in a more respectful world.

Content-Students will know:

- Teddy Roosevelt
- Conservation laws and policies of the Progressive Era
- National Parks
- Sierra Club
- Natural resources
- Exploitation
- Sustainability
- Alternative energy sources
- Renewable resources
- Nonrenewable resources
- Urban conservation
- Preservation of heritage and culture

Skills-Students will be able to:

- Analyze the impact Teddy Roosevelt and the federal government had on the conservation and preservation movements in America.
- Identify National Parks of the United States and their significance to preservation
- List natural resources and explain the consequences of exploiting natural resources
- Argue for a more sustainable world
- Classify renewable and nonrenewable resources
- Persuade for the use of alternative energy sources
- Explain how urban conservation positively impacts society and the environment
- Analyze the importance of preserving one's heritage and culture

Stage 2: Evidence of Student Learning

Summative Assessments:

Create a National Park map and brochure
Google Slide presentation on an alternative energy source
Urban Conservation problem/solution flow chart
Create a book detailing cultural heritages

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 1-4:

- Analyze the impact Teddy Roosevelt and the federal government had on the conservation and preservation movements in America.
- Identify National Parks of the United States and their significance to preservation.

Week 5:

- List natural resources and explain the consequences of exploiting natural resources

Week 6:

- Argue for a more sustainable world.

Weeks 7-8

- Classify renewable and renewable resources.
- Persuade for the use of alternative energy sources.

Week 9:

- Explain how urban conservation positively impacts society and the environment.

Week 10:

- Analyze the importance of preserving one's heritage and culture.

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 2

Stage 1: Desired Results

Unit 2: Social Studies - Sociology

Unit Summary: Sociology is the study of the development, structure, and functioning of human society. It is imperative to study society through various lenses such as race, ethnicity, mass media, culture, social movements, conflict, family, and education..

Unit 2 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.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).

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

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

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.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.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.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

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.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.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

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.

Curricular Connections

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

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

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.

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

Interdisciplinary Connections:

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single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Essential Questions:

- How does society and culture influence our choices, attitude, and behaviors?
- What is the correlation between private trouble and public issues?
- Are we as free as we think based on the norms and expectations of society?
- What are the elements of culture?
- How do norms and beliefs in a culture change over time?
- Why is cultural diversity important?
- Why should we look at culture through a relative lens?
- How can society be organized into many different ways?
- What is the difference between ascribed and earned status?
- How does one's role change depending on the group they are in?
- How are race and ethnicity different?
- What is the relationship among prejudice, stereotyping, and racism?
- What are examples of individual and institutional discrimination?
- How have families changed over time?
- What are the societal functions of families?

Unit Enduring Understandings:

- The expectations of our society and culture influence the choices we make, our attitudes, and general behavior.
- Private trouble can often be rooted in a public issue.
- Culture consists of symbols, language, norms, values, and artifacts.
- Norms and beliefs change based on what society values and expects in a given time period.
- Cultural diversity is important so society can appreciate cultural differences.
- Society, groups, and organizations are structured in a variety of ways.
- In a social structure, one's role can change depending on the group and goal of the individual.
- Race refers to shared physical characteristics of a group such as skin color, while ethnicity refers to the shared social, cultural, and historical experiences of a group.
- Prejudice is an attitude, stereotyping is a generalization, and racism is a belief; they are all interwoven.
- Individual discrimination is discriminatory behavior practiced daily; institutional discrimination permeates whole institutions such as healthcare, housing, law enforcement, education, and employment.
- Families have changed over time due to social and economic shifts in thinking.
- Functions of families include socialization, practical and emotional support, and providing a social identity.

Content-Students will know:

- Culture
- Material culture
- Nonmaterial culture
- Symbols
- Language
- Norms
- Values
- Cultural Diversity
- Counterculture
- Subculture
- Cultural Relativism
- Ethnocentrism
- Social structure
- Horizontal social structure
- Vertical social structure
- Ascribed status
- Achieved status
- Role
- Social group
- Social institution
- Race
- Ethnicity
- Social construction
- Prejudice
- Stereotype
- Racism
- Individual discrimination
- Institutional discrimination
- Nuclear family
- Extended family
- Types of families
- Changes in families over time
- Social functions of families
- Family conflict

Skills-Students will be able to:

- Analyze how society and culture influences choices, attitude, and behaviors
- Correlate private trouble and public issues
- Identify the elements of culture
- Explain the role of norms, beliefs, and values in society
- Analyze the importance of cultural diversity
- Classify examples of horizontal and vertical social structures
- Differentiate between ascribed and achieved status
- Identify how roles influence and are influenced by a group
- Defend the concept of race as a social construct rather than biological term
- Argue against prejudice, stereotyping, and racism
- Explain the differences between individual and institutional discrimination
- Explain how families have changed over time
- Describe the functions of families

Stage 2: Evidence of Student Learning

Summative Assessments:

International Culture Google Slides Presentation
Institutional Discrimination - Problem/Solution Flow Chart

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 1-3:

- Analyze how society and culture influences choices, attitude, and behaviors
- Correlate private trouble and public issues
- Identify the elements of culture
- Explain the role of norms, beliefs, and values in society
- Analyze the importance of cultural diversity

Weeks 4-5:

- Classify examples of horizontal and vertical social structures
- Differentiate between ascribed and achieved status
- Identify how roles influence and are influenced by a group.

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

Weeks 6-8:

- Defend the concept of race as a social construct rather than biological term
- Argue against prejudice, stereotyping, and racism
- Explain the differences between individual and institutional discrimination

Weeks 9-10:

- Explain how families have changed over time
- Describe the functions of families

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

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
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 - Use of assisted technology
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- 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
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Students At Risk of Failure:

- Alternative Assessments
- One on one assistance
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Students with 504 Plans:

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Specific Strategies and Practices that Support Gifted & Talented Students:

- Use of high level academic vocabulary/texts
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- Interest-based research
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- 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: Architecture and Landmarks

Unit Summary: Architecture and landmarks are more than just buildings to visit on vacation; they are a part of the national or regional identity. Landmarks are symbols that preserve the stories of historical events, places, and people of a region.

Unit 3 Learning Targets

NJSLS Grade Level Standards:

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.

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.

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.

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.

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

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

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.

Computer Science & Design Thinking (CS & DT):

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Interdisciplinary Connections:

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

categories).

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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.8.9. 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:

- How are landmarks part of a national and regional identity?
- Why are certain landmarks historical?
- How do landmarks preserve historical events, people, and places?
- How do landmarks reflect American values and principles?
- How do landmarks impact jobs and the economy?
- How does the building and maintaining of landmarks impact the environment?
- How can we use science when we build?
- How do we use landmarks when navigating?

Unit Enduring Understandings:

- Landmarks are part of the fabric of a proud and identifiable community.
- Landmarks can denote historical sites or preserve a historical event.
- Significant events, people, and places are immortalized through landmarks and monuments.
- American values and principles such as freedom, democracy, perseverance, equality, diversity, and determination are visible in monuments and landmarks.
- The building of landmarks creates jobs for the community and increased tourism for economic gain.
- The building of landmarks can negatively impact the environment.
- Landmarks can help preserve national parks or historical sites.
- Landmarks are an important navigation tool during everyday life.

Content-Students will know:

- National and regional identity
- Symbols
- Preservation of historical events, places, and people
- American values and principles
- Landmarks' impact on jobs and the economy (building and tourism)
- Landmarks' impact on the environment
- Life skills - basic building concepts
- Navigation
- Landmarks
 - Statue of Liberty
 - Golden Gate Bridge
 - Mount Rushmore
 - Hoover Dam
 - Grand Canyon National Park
 - Yosemite National Park
 - The Alamo
 - Gateway Arch
 - The White House/Lincoln Memorial/National Mall
 - September 11th Memorial

Skills-Students will be able to:

- Explain how landmarks help create a national or regional identity
- Describe why some landmarks are considered historic
- Analyze the significance of preserving historic landmarks
- Identify why a landmark would want to immortalize an event, person, or place
- Analyze how landmarks becomes symbols for American values and principles
- Argue positive economic consequences of building a landmark
- Argue negative environmental consequences of building a landmark
- Explain how landmarks such as national parks help preserve the environment
- Demonstrate how to use landmarks when navigating.

Stage 2: Evidence of Student Learning

Summative Assessments:

American Landmarks Road Map

Magazine Cover - Mount Rushmore of My Life

Landmark in navigation scavenger hunt

Popsicle Stick Bridge Building

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 how landmarks help create a national or regional identity.
- Analyze how landmarks becomes symbols for American values and principles

Weeks 3-5:

- Describe why some landmarks are considered historic
- Analyze the significance of preserving historic landmarks
- Identify why a landmark would want to immortalize an event, person, or place.

Weeks 6-8:

- Argue positive economic consequences of building a landmark.
- Argue negative environmental consequences of building a landmark
- Explain how landmarks such as national parks help preserve the environment.

Week 9-10:

- Demonstrate how to use landmarks when navigating.

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
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 - 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: Research

Unit Summary: Conducting accurate research is imperative to the educational experience as it helps obtain appropriate and reliable knowledge.

Unit 4 Learning Targets

NJSLS Grade Level Standards:

- 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.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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.

- A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal style.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

Curricular Connections

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

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

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:

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.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.
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.
6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
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).

Unit Essential Questions:

- What steps should be taken when identifying a research topic?
- What is a research question?
- What is the most effective way to compose an essay?
- Why is a thesis statement important?
- Why should quotes be added to an essay?
- Why is it necessary to cite sources in our writing?
- How can one tell if a source is reliable?
- What are the signs of an unreliable source?
- How are primary and secondary sources similar? How are they different?

Unit Enduring Understandings:

- A research topic should be chosen based on passion, curiosity, or the number of available reliable sources.
- A research question is a question that a research project aims to answer.
- Writing an essay in a clear and concise manner, using an introduction, body paragraphs, and a conclusion, is most effective.
- The thesis statement is important as it informs the reader what the essay will be discussing.
- Quotes from reliable sources give an argument credibility.

- What is multimedia, and how can it be used during a presentation?

- Citations give credit to the people whose words or ideas are being used.
- 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.

Content-Students will know:

- Topic Selection
- Research question
- Paragraph construction
 - Introduction
 - Thesis statement
 - Topic sentence
 - Body paragraphs
 - Quotes
 - Citations
 - Transitions
 - Conclusion
- Reliable sources vs unreliable sources
- Primary vs. secondary sources
- Multimedia

Skills-Students will be able to:

- Choose a research topic
- Create a research question
- Compose a research essay using proper essay writing format.
- Create a purposeful thesis statement
- Select quotes from a text that supports their ideas
- Cite quotes
- Describe the components of a reliable source
- Describe the components of an unreliable source
- Differentiate between reliable and unreliable sources
- Differentiate between primary and secondary sources
- Utilize primary and secondary sources when appropriate

Stage 2: Evidence of Student Learning

Summative Assessments:

Research essay or multi-media presentation

Formative Assessments:

Analysis of primary/secondary sources

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Stage 3: Core Instructional Plan & Resources

Skill:

Week 1:

- Describe the components of a reliable source
- Describe the components of an unreliable source
- Differentiate between reliable and unreliable sources

Week 2:

- Differentiate between between primary and secondary sources
- Utilize primary and secondary sources when appropriate

Week 3:

- Choose a research topic
- Create a research question

Weeks 4-10

- Compose a research essay using proper essay writing format.
- Create a purposeful thesis statement
- Select quotes from a text that supports their ideas
- Cite quotes

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