

# 1: "What's the Deal With New Jersey?"

Content Area: **History**  
Course(s):  
Time Period: **September**  
Length: **1 Week**  
Status: **Published**

## "What's the Deal With New Jersey?"

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### Standards

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SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

### Learning Objectives

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- AWBAT analyze the role of folklore as it relates to the human experience
- AWBAT compare and contrasts perspectives on NJ culture
- AWBAT demonstrate knowledge of New Jersey-related content
- AWBAT demonstrate prior knowledge of NJ Geography
- AWBAT improve skills regarding identifying geographic landmarks in NJ

### Disciplinary Practices

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- Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Developing Questions and Planning Inquiry - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Seeking Diverse Perspectives - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

## **Accommodations & Modifications**

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### **Instruction/Materials**

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- "Necessary Assignments Only"
- Alter format of materials (type/highlight, etc.)
- Eliminate answers
- Extended time
- Large print
- Modified quiz
- Modified test/Project
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- Other (specify in plans)
- Provide assistance & cues for transitions
- Provide daily assignment list
- Read class materials orally
- Reduce work load
- Shorten assignments
- Study guide/outline
- Utilize multi-sensory modes to reinforce instruction

### **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

### **Instructional Tasks/Activities**

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- Compare & Contrast
- Conferencing
- Debates

- Field Trip/Reflection
- Jigsaw
- Peer Partner Learning
- Primary Source Analysis
- Problem Solving
- Project Work
- Song Analysis
- Stations
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Assessment Procedure**

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- "Agree, Disagree" prompts
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Guided Notes
- Journal/Reflection
- Kahoot
- Mentimeter
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher-Collected Data
- Worksheet

## **Recommended Technology Activities**

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- Gimkit
- GoGuardian
- Google Classroom
- Google Docs

- Google Slides
- Kahoot!
- MagicSchool AI
- Mentimeter
- Other-Specified in Lesson
- Quiziz
- Screencastify

## Resources

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- “New Jersey Firsts: The Famous, Infamous, and Quirky of the Garden State” - Harry Armstrong & Tom Wilk
- Internet Research
- Primary Source Documents
- Teacher-Created Notes & Resources
- Weird NJ Website

## State Mandated Topics

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	<p>Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p>
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a	<p>A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards</p>

	<p>(N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.</p>
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