

Marking Period	Unit 2	Recommended Instructional Days
2	Expansion and Reform (1801–1861)	8-12 weeks
NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
<p><i>Core Ideas:</i></p> <p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p> <p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p> <p>Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</p>	<p><i>Performance Expectation:</i></p> <p>6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.</p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.</p>	<ul style="list-style-type: none"> • Timeline of the expansion of voting rights in the United States • Research online and create Google Slides on the expansion of voting rights • Graphic organizer of stations around the room regarding education reform education, women's rights, slavery, and other issues during the Antebellum period, with student putting information into a

<p>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</p>	<ul style="list-style-type: none"> • 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. 	<p>graphic organizer highlight perspectives of those for and against (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <ul style="list-style-type: none"> • Pair students and assign the pairs different issues and reforms during the Antebellum period, with each focusing on a different perspective of the issue and share with each other and/or the class
<p>A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p>	<ul style="list-style-type: none"> • 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. 	<ul style="list-style-type: none"> • Have students complete a blank map of the territorial expansion of the US and include battle names, tribe names, and dates of the sites of significant conflicts between settlers and the Native Americans
<p>A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p>	<ul style="list-style-type: none"> • 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. 	<ul style="list-style-type: none"> • Examine and answer analyzing questions regarding the Indian Removal Act
<p>A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p>	<ul style="list-style-type: none"> • 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted. 	<ul style="list-style-type: none"> • Complete graphic organizer about different economic challenges during the early 1800's (the National Bank, uniform currency, and tariffs), including the cause, effects, and controversy
<p>A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p>	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements 	<ul style="list-style-type: none"> • Create political cartoons for different economic issues, like the National Bank, uniform currency, and tariffs and the back write how these economic tools met the economic challenges at the time
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. 	<ul style="list-style-type: none"> • Examine a both a resource map and an expansion map of the US and have students analyze and predict the economic impact of the expansion
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements 	<ul style="list-style-type: none"> • Reading passage and questions assessing the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. 	<ul style="list-style-type: none"> • Have students go to different stations, each with a different technological developments that revolutionized transportation and answer questions regarding what it was and the impact on just NJ and then the rest of the US
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements 	<ul style="list-style-type: none"> • Research and present a GoogleSlides about different major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. 	<ul style="list-style-type: none"> • Group students and have them research different counties (Britain, France, Spain, etc...) and have them create a timeline of different treaties, policies, tariffs, and agreements, and then analyze how the relationship with the US changed throughout time.
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements 	<ul style="list-style-type: none"> • Have students analyze different primary source excerpts of different treaties, tariffs, agreements, and policies and organize what each said and how it impacted relations between different countries involved and the US
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. 	<ul style="list-style-type: none"> • Complete a blank map of the Underground Railroad, emphasizing places in NJ

	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. • 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. 	<ul style="list-style-type: none"> • Participate in the virtual field trip of the Underground Railroad museum, answering questions along the way (Amistad Law: N.J.S.A. 18A 52:16A-88) • Reading and questions on Manifest Destiny • Discussion on how Manifest Destiny influenced acquisition of land through annexation, diplomacy, and war • Graphic organizer on the push and pull factors for immigration to the U.S. • Reading on the history ethnic and cultural conflicts for new immigrants in the United States • Stations around the room with different primary and secondary sources about the push and pull factors for immigration and the deiscrimination new groups faced, including Asian-Americans (AAPI mandate) • Complete DBQs
<p align="center">NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas: Civic and Political Institutions</p> <ul style="list-style-type: none"> • Political and civil institutions impact all aspects of people's lives. • Governments have different structures which impact development (expansion) and civic participation. 	<p>Performance Expectation: Civic and Political Institutions</p> <ul style="list-style-type: none"> • 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. • 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. • 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and 	<p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> • How does expanding borders impact multiple people(s)? • How do various people view the same event differently? • Why do people move/migrate/immigrate? • What does it mean to own land? <p><u>Activity Description:</u></p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • RL.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. • RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<p><i>Participation and Deliberation</i></p> <ul style="list-style-type: none"> • Civic participation and deliberation are the responsibility of every member of society. <ul style="list-style-type: none"> • Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. <p><i>Democratic Principles</i></p> <ul style="list-style-type: none"> • The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. 	<p>economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</p> <p><i>Participation and Deliberation</i></p> <ul style="list-style-type: none"> • 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. • 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. • 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. <p><i>Democratic Principles</i></p> <ul style="list-style-type: none"> • 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. • 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). 	<ul style="list-style-type: none"> • NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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<p><i>Processes, Rules and Laws</i></p> <ul style="list-style-type: none">● In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none">● 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government. <p><i>Processes, Rules and Laws</i></p> <ul style="list-style-type: none">● 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.● 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.● 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).● 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.	
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<p><i>Human and Civil Rights</i> Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p> <p><i>Economic Ways of Thinking</i> Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<ul style="list-style-type: none"> ● 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. ● 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy. ● 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level. <p><i>Human and Civil Rights</i></p> <ul style="list-style-type: none"> ● 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. <p><i>Economic Ways of Thinking</i></p> <ul style="list-style-type: none"> ● 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). ● 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes). 	
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Social Studies Practices	
<ul style="list-style-type: none">● Developing Questions and Planning Inquiry● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)● Seeking Diverse Perspectives● Developing Claims and Using Evidence● Presenting Arguments and Explanations● Engaging in Civil Discourse and Critiquing Conclusions● Taking Informed Action	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
<ul style="list-style-type: none">● Self- awareness● Social Awareness● Self- Management● Relationship Skills● Responsible Decision-Making	<ul style="list-style-type: none">● Recognizing the importance of self-confidence in handling daily tasks and challenges.● Demonstrate an awareness of the expectations for social interactions in a variety of ways.● Demonstrate an understanding of the need for mutual respect when viewpoints differ.● Recognize the skills needed to establish and achieve personal and educational goals.● Utilize positive communication and social skills to interact effectively with others.● Develop, implement, and model effective problem

	solving and critical thinking skills		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none">● Checking for understanding activities during and at the end of class - Exit Tickets● Activities with questions● Related primary sources and accompanying questions● Class Discussions● Reflection writing assignments● Quizlet. Kahoot, Gimkits (or other low-stake polling option)● Think/Pair/Share● Virtual: Google Meet Polls● Mini-Projects● Edpuzzles		<u>Benchmarks:</u> <ul style="list-style-type: none">● Mid Chapter Quizzes● Pre and Post-Tests● Mid-Term <u>Summative Assessments:</u> <ul style="list-style-type: none">● Larger, end of chapter project● Essays● Tests● DBQs	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none">● TCI History Alive, <i>The United States Through Industrialism</i>● McGraw Hill <i>New Jersey</i>● Pearson, <i>The African-American Odyssey</i>● Amistad Curriculum	<ul style="list-style-type: none">● ARC Thematic Set: Historical Fiction● Skill building activities● Pearson’s Pacemaker Series	<ul style="list-style-type: none">● Bilingual dictionary● Modified assessments and/or rubric● Wieser Educational History Shorts● Videos in their native language	<ul style="list-style-type: none">● Leveled readings● Novels; periodicals● Leveled Assessments● Enrichment activities & projects● Choice Boards● Inquiry projects● Genius Hour Projects

<ul style="list-style-type: none"> Holocaust & Genocide Education Curriculum DBQ Online JStor ArcGIS ARC Thematic Set: Historical Fiction 	<ul style="list-style-type: none"> DBQ Online ProEd Shorts NewsELA Videos Leveled Assessments Choice Boards ARC Thematic Set: Historical Fiction 	<ul style="list-style-type: none"> Pearson's Pacemaker Series ProEd Shorts NewsELA 	<ul style="list-style-type: none"> ARC Thematic Set: Historical Fiction
Supplemental Resources			
Technology: <ul style="list-style-type: none"> Laptops and Chromebooks, Online Textbook and accompanying resources, Virtual Field Trips, Promethean/Boxlite Board, Meet application (Google Meet, Zoom, etc.,) Digital whiteboard, Google Apps, Classlink Apps, Kami-PDF annotation, Resources listed above Other: <ul style="list-style-type: none"> White Board, Chart Paper, Markers, Colored pencils, Highlighters, paper, maps 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Deliver instruction utilizing varied 	<ul style="list-style-type: none"> Skill building activities Leveled Assessments Choice Boards 	<ul style="list-style-type: none"> Modified activities 	<ul style="list-style-type: none"> Curriculum compacting & acceleration Leveled readings

<p>learning styles including audio, visual, and tactile/kinesthetic</p> <ul style="list-style-type: none"> • Provide individual instruction as needed • Modify assessments and/or rubrics • Repeat instructions as needed 	<ul style="list-style-type: none"> • Multi-sensory (VAKT) approach during instruction • Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) • Modify test content and/or format • Retakes • Additional time • Preferential seating 	<ul style="list-style-type: none"> • Extend time requirements • Preferred seating • Checks for understanding/review • Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary • Modified assessments and/or rubric • Reading materials in the native language • Watching videos in the native language 	<ul style="list-style-type: none"> • Leveled Assessments • Enrichment activities & projects • Choice Boards • Inquiry projects
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>

	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> Standard 9.1 Personal Financial Literacy Standard 9.2 Career Awareness, Exploration, Preparation and Training Standard 9.3: Career and Technical Education Standard 9.4 Life Literacies and Key Skills
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community member and employee Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Use technology to enhance productivity, increase collaboration, and communicate effectively Work productively in teams while using cultural/global competence 	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: Climate Change

Marking Period	Unit Title	Recommended Instructional Days
4	Civil War and Reconstruction (1850–1877)	8-10 weeks
NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	

<p>Historical events may have single, multiple, direct and indirect causes and effects.</p> <p>Historical contexts and events shaped and continue to shape people's perspectives.</p> <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. • 6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives. • 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South. • 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. • 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. • 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. • 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology). • 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. • 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. • 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and 	
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	events that led to the Civil War using multiple sources from different perspectives.	
NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:		
Core Ideas: Civic and Political Institutions <ul style="list-style-type: none"> Political and civil institutions impact all aspects of people's lives. Governments have different structures which impact development (expansion) and civic participation. Participation and Deliberation <ul style="list-style-type: none"> Civic participation and deliberation are the responsibility of every member of society. 	Performance Expectation: Civic and Political Institutions <ul style="list-style-type: none"> 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information. Participation and Deliberation <ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 	Essential Question/s: <ul style="list-style-type: none"> What causes a civil war? How can war impact a country positively? Can one repair a fractured country? How can rights be infringed legally? - Activity Description:

<ul style="list-style-type: none"> Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. <p><i>Democratic Principles</i></p> <ul style="list-style-type: none"> The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. <p><i>Processes, Rules and Laws</i></p>	<ul style="list-style-type: none"> 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. <p><i>Democratic Principles</i></p> <ul style="list-style-type: none"> 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government. <p><i>Processes, Rules and Laws</i></p> <ul style="list-style-type: none"> 6.3.8.CivicsPR.1: Analyze primary sources to explain 	<ul style="list-style-type: none"> Graphic organizer of the causes of the Civil War from different perspectives Reading on the different perspectives about the causes of the Civil War Timeline the major events of the Civil War and write what the North and South thought of each Assign students different perspectives with the task to create journals about various events during the Civil War (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) Create bar graph of the human and financial costs and losses of the civil war (MA.8.SP.A.4) Have student examine the data of the human and material losses of the Civil War and lead discussion about the costs of war Have students read the 13th, 14th, and 15th Amendments to the United States Constitution and complete a graphic organizer of its effectiveness from multiple perspectives Lead discussion of 13th, 14th, and 15th Amendments and how different groups of people would view its effectiveness differently Assign students the task of creating a journal from the perspective of different people, including women, LGBT soldiers, African Americans and Native Americans during the Civil War (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) Assign students read different articles about different groups of people and their experiences during the Civil War and share with each other and their group up and share with people who did not
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<ul style="list-style-type: none"> ● In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. 	<p>how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <ul style="list-style-type: none"> ● 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. ● 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). ● 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. ● 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. ● 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a 	<p>read the same article to explain the perspective of the people they read about (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <ul style="list-style-type: none"> ● Have students read the Emancipation Proclamation and Gettysburg Address and lead discussion analyzing their impact ● Reading passage and questions about Emancipation Proclamation and Gettysburg Address their impact ● Stations about why the Union won the Civil War ● Graphic organizer about the strength and weaknesses of the North and South, concluding with constructed response why the Union won ● Triple Venn Diagram about the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South ● Break class into three groups, each exploring how different approaches towards Reconstruction from Congress, Lincoln, and Johnson, then compare and contrast as a class ● Read about the financial impact of Reconstruction and analyze how different groups would view it differently ● DBQ essay on the causes and events that led to the Civil War using multiple primary and secondary sources from different perspectives. ● Stations with primary and secondary sources from different perspectives around the room about the causes and events that led to the Civil War <p>Interdisciplinary Connections:</p>
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<p><i>Human and Civil Rights</i> Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p> <p><i>Economic Ways of Thinking</i> Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<p>local budget issue and take a position on proposed policy.</p> <ul style="list-style-type: none"> ● 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level. <p><i>Human and Civil Rights</i></p> <ul style="list-style-type: none"> ● 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. <p><i>Economic Ways of Thinking</i></p> <ul style="list-style-type: none"> ● 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). ● 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes). 	<ul style="list-style-type: none"> ● MUSIC: create a play list that you believe summarizes/describes the topic ● ELA: write summaries ● ART: create memes ● ART: create political cartoons ● ART: create a mural that reflects a topic from this unit ● SCIENCE: research the role of government and/or individual or collective action in–promoting or opposing–environmental policy ● RL.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. ● RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence 		

<ul style="list-style-type: none"> Presenting Arguments and Explanations Engaging in Civil Discourse and Critiquing Conclusions Taking Informed Action 		<ul style="list-style-type: none"> MA.8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> Self- awareness Social Awareness Self- Management Relationship Skills Responsible Decision-Making 	<ul style="list-style-type: none"> Recognizing the importance of self-confidence in handling daily tasks and challenges. Demonstrate an awareness of the expectations for social interactions in a variety of ways. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Recognize the skills needed to establish and achieve personal and educational goals. Utilize positive communication and social skills to interact effectively with others. Develop, implement, and model effective problem solving and critical thinking skills 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
Formative Assessments: <ul style="list-style-type: none"> Checking for understanding activities during and at the end of class - Exit Tickets 		Benchmarks: <ul style="list-style-type: none"> Mid Chapter Quizzes Pre and Post-Tests

<ul style="list-style-type: none">● Activities with questions● Related primary sources and accompanying questions● Class Discussions● Reflection writing assignments● Quizlet, Kahoot, Gimkits (or other low-stake polling option)● Think/Pair/Share● Virtual: Google Meet Polls● Mini-Projects● Edpuzzles		<ul style="list-style-type: none">● Mid-Term <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">● Projects● Essays● Presentations● Tests● DBQs	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none">● TCI History Alive, <i>The United States Through Industrialism</i>● McGraw Hill <i>New Jersey</i>● Pearson, <i>The African-American Odyssey</i>● Amistad Curriculum● Holocaust & Genocide Education Curriculum● DBQ Online● JStor● ArcGIS● ARC Thematic Set: Historical Fiction	<ul style="list-style-type: none">● ARC Thematic Set: Historical Fiction● Skill building activities● Pearson’s Pacemaker Series● DBQ Online● ProEd Shorts● NewsELA● Videos● Leveled Assessments● Choice Boards	<ul style="list-style-type: none">● Bilingual dictionary● Modified assessments and/or rubric● Wieser Educational History Shorts● Videos in their native language● Pearson’s Pacemaker Series● ProEd Shorts● NewsELA	<ul style="list-style-type: none">● Leveled readings● Novels; periodicals● Leveled Assessments● Enrichment activities & projects● Choice Boards● Inquiry projects● Genius Hour Projects● ARC Thematic Set: Historical Fiction

Supplemental Resources			
Technology: <ul style="list-style-type: none"> Laptops and Chromebooks, Online Textbook and accompanying resources, Virtual Field Trips, Promethean/Boxlite Board, Meet application (Google Meet, Zoom, etc.,) Digital whiteboard, Google Apps, Classlink Apps, Kami-PDF annotation, Resources listed above Other: <ul style="list-style-type: none"> White Board, Chart Paper, Markers, Colored pencils, Highlighters, paper, maps 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic Provide individual instruction as needed Modify assessments and/or rubrics Repeat instructions as needed 	<ul style="list-style-type: none"> Skill building activities Leveled Assessments Choice Boards Multi-sensory (VAKT) approach during instruction Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) 	<ul style="list-style-type: none"> Modified activities Extend time requirements Preferred seating Checks for understanding/review Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary Modified assessments and/or rubric 	<ul style="list-style-type: none"> Curriculum compacting & acceleration Leveled readings Leveled Assessments Enrichment activities & projects Choice Boards Inquiry projects

	<ul style="list-style-type: none">● Modify test content and/or format● Retakes● Additional time● Preferential seating	<ul style="list-style-type: none">● Reading materials in the native language● Watching videos in the native language	
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	Core Ideas:	Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.	
	Performance Expectation/s:	<ul style="list-style-type: none">● Standard 9.1 Personal Financial Literacy● Standard 9.2 Career Awareness, Exploration, Preparation and Training● Standard 9.3: Career and Technical Education● Standard 9.4 Life Literacies and Key Skills	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<ul style="list-style-type: none">● Act as a responsible and contributing community member and employee● Demonstrate creativity and innovation● Utilize critical thinking to make sense of problems and persevere in solving them		

	<ul style="list-style-type: none"> • Use technology to enhance productivity, increase collaboration, and communicate effectively • Work productively in teams while using cultural/global competence
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: Climate