

Marking Period	Unit 2	Recommended Instructional Days
1-2	A More Perfect Union: The Creation of the Constitution	35 - 45
<b>NJSLS - United States History: America in the World 6.1</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Core Ideas:</b>  <b>Political and civil institutions impact all aspects of people's lives.</b>  <b>Governments have different structures which impact development (expansion) and civic participation.</b>  <b>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.</b>  <b>The United States system of government is designed to realize the ideals of liberty,</b>	<b>Performance Expectation:</b> 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. 6.1.8.CivicsPI.3.b: 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. 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety	

<p><b>democracy, limited government, equality under the law and of opportunity, justice, and property rights.</b></p> <p><b>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</b></p> <p><b>Social and political systems have protected and denied human rights (to varying degrees) throughout time.</b></p> <p><b>Historical contexts and events shaped and continue to shape people's perspectives.</b></p> <p><b>Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.</b></p> <p><b>Examining historical sources may answer questions but may also lead to more questions.</b></p> <p><b>Fundamental rights are derived from the inherent worth of each individual and include civil,</b></p>	<p>of governmental and nongovernmental contexts.</p> <p>6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted</p>	
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<b>political, social, economic, and cultural rights.</b>	<p>American ideals.</p> <p>6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p>6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of</p>	
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	<p>perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b></p>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<p><b><u>Overarching Essential Question/s:</u></b></p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> <li>• Why do we need government?</li> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>• What makes government legitimate?</li> <li>• How does the idea of the "common good" give rise to a social contract?</li> <li>• What is the proper balance between individual freedom and the common good?</li> <li>• Why is "civic virtue" necessary for a democracy to survive?</li> <li>• What are American Ideals?</li> <li>• What American Ideals are the basis for the American social contract (the Constitution)?</li> </ul>
<p><b>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</b></p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. 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.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.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial</p>	

	proceedings, elections) to understand how conflicting points of view are addressed in a democratic society	<b>Content-based essential Question/s:</b> <ul style="list-style-type: none"> <li>• How can natural/human rights be protected?</li> <li>• What are natural/human rights?</li> <li>• How do natural rights represent the dignity of each human being?</li> <li>• How does the “consent of the governed” protect human rights?</li> <li>• What would life be like in a state of nature?</li> <li>• How does government balance the need for social order and individual liberty?</li> <li>• What is the difference between power and authority?</li> <li>• What is the source of authority?</li> <li>• What is meant by “consent of the governed”?</li> <li>• What is a social contract?</li> <li>• What forms can governments take?</li> <li>• What are the advantages and disadvantages of each form of government?</li> <li>• What is the “rule of law” and why is it necessary for authority to be legitimate?</li> <li>• According to the Declaration of Independence what are the main purposes/goals of government?</li> <li>• What ideas from the classical republics about the need for civic virtue did the Founders adopt?</li> <li>• What is the social contract?</li> <li>• What is civic virtue?</li> <li>• What is the “common good”?</li> <li>• Why is a commitment to the common good important in a democratic society?</li> <li>• How does the social contract limit individual freedom for the common good?</li> <li>• What is the difference between an ideal and a practice or institution?</li> </ul>
<b>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</b>	6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.	
<b>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</b>	6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	
<b>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.</b>	6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.	
<b>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</b>	6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.	
<b>Social Studies Practices</b>		

<ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiry</li> <li>Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>Seeking Diverse Perspectives</li> <li>Developing Claims and Using Evidence</li> <li>Presenting Arguments and Explanations</li> <li>Engaging in Civil Discourse and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul>		<ul style="list-style-type: none"> <li>Where in the nation's founding documents are American ideals expressed?</li> </ul>
<p><b>Social and Emotional Learning: Competencies</b></p>		<p><b>Recommended Activities:</b></p> <ul style="list-style-type: none"> <li>Make arguments for and against the Articles of Confederation</li> <li>Read and discuss excerpts from Federalists and Anti-Federalists</li> <li>Summarize readings</li> <li>Conduct debates</li> <li>Create a fictional newspaper supporting one side or the other</li> <li>Explain who said you would support: federalist or anti-federalist</li> <li><i>Guess Who's Coming to Dinner</i> activity w/ Federalists and Anti-Federalists</li> <li>Identify similarities and differences between the Federalists/ Anti-Federalists and present-day politicians/political parties</li> <li>Create tweets</li> <li>Consider alternatives to the Constitutional Convention</li> <li>Explain the importance of personal and historical experience on the founders beliefs about government</li> <li>Conduct short research projects on other examples/ideas about government (e.g. Manden Charter; League of the Iroquois)</li> <li>Compare and contrast these examples with the beliefs of Enlightenment thinkers</li> <li>Small group and large group discussions</li> </ul>
<ul style="list-style-type: none"> <li>Self- awareness</li> <li>Social Awareness</li> <li>Self- Management</li> <li>Relationship Skills</li> <li>Responsible Decision-Making</li> </ul>	<p><b>Social and Emotional Learning: Sub-Competencies</b></p> <ul style="list-style-type: none"> <li>Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>Recognize the skills needed to establish and achieve</li> </ul>	

	<p>personal and educational goals.</p> <ul style="list-style-type: none"> <li>Utilize positive communication and social skills to interact effectively with others.</li> <li>Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	<p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li><b>MUSIC:</b> create a play list that you believe summarizes/describes the topic</li> <li><b>ELA:</b> write summaries</li> <li><b>ART:</b> create memes</li> <li><b>ART:</b> create political cartoons</li> <li><b>ART:</b> create a mural that reflects a topic from this unit</li> <li><b>SCIENCE:</b> research the role of government and/or individual or collective action in–promoting or opposing–environmental policy</li> </ul>
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>Exit Tickets</li> <li>Writing Prompts</li> <li>Quizzes</li> <li>Anecdotal Records</li> <li>Debates/Discussions</li> <li>DBQs</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>Diagnostic Assessment</li> <li>District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Tests/Assessments</li> <li>DBQ Essay</li> <li>Projects</li> </ul>

<ul style="list-style-type: none"><li>● Document analysis</li></ul>		<ul style="list-style-type: none"><li>● Presentations</li></ul>	
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"><li>● Actively Learn</li><li>● <i>We the People</i>, Elementary Edition</li><li>● Pearson, <i>The African-American Odyssey</i></li><li>● Amistad Curriculum</li><li>● Holocaust &amp; Genocide Education Curriculum</li><li>● DBQ Online</li><li>● Project Citizen</li><li>● JStor</li><li>● ArcGIS</li><li>● ARC Thematic Set: Civil Rights</li></ul>	<ul style="list-style-type: none"><li>● Skill building activities</li><li>● Pearson’s Pacemaker Series</li><li>● DBQ Online</li><li>● ProEd Shorts</li><li>● NewsELA</li><li>● Videos</li><li>● Leveled Assessments</li><li>● Choice Boards</li><li>● ARC Thematic Set: Civil Rights</li></ul>	<ul style="list-style-type: none"><li>● Bilingual dictionary</li><li>● Modified assessments and/or rubric</li><li>● Wieser Educational History Shorts</li><li>● Videos in their native language</li><li>● Pearson’s Pacemaker Series</li><li>● ProEd Shorts</li><li>● NewsELA</li></ul>	<ul style="list-style-type: none"><li>● Leveled readings</li><li>● Novels; periodicals</li><li>● Leveled Assessments</li><li>● Enrichment activities &amp; projects</li><li>● Choice Boards</li><li>● Inquiry projects</li><li>● Genius Hour Projects</li><li>● ARC Thematic Set: Civil Rights</li></ul>
Supplemental Resources			



<b>Technology:</b> <ul style="list-style-type: none"> <li>Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>Novels, periodicals, maps, artifacts</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>Provide individual instruction as needed</li> <li>Modify assessments and/or rubrics</li> <li>Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>Skill building activities</li> <li>Leveled Assessments</li> <li>Choice Boards</li> <li>Multi-sensory (VAKT) approach during instruction</li> <li>Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>Modify test content and/or format</li> <li>Retakes</li> <li>Additional time</li> <li>Preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>Modified activities</li> <li>Extend time requirements</li> <li>Preferred seating</li> <li>Checks for understanding/review</li> <li>Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>Modified assessments and/or rubric</li> <li>Reading materials in the native language</li> <li>Watching videos in the native language</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum compacting &amp; acceleration</li> <li>Leveled readings</li> <li>Leveled Assessments</li> <li>Enrichment activities &amp; projects</li> <li>Choice Boards</li> <li>Inquiry projects</li> </ul>

	<ul style="list-style-type: none"> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>		
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> <li>● Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>● Standard 9.3: Career and Technical Education</li> <li>● Standard 9.4 Life Literacies and Key Skills</li> </ul>	<b>Disciplinary Concepts:</b> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>		
	<b>Core Ideas:</b>	<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</p>	

		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.
	<b>Performance Expectation/s:</b>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>• <b>Demonstrate creativity and innovation</b></li> <li>• <b>Utilize critical thinking to make sense of problems and persevere in solving them</b></li> <li>• <b>Use technology to enhance productivity, increase collaboration, and communicate effectively</b></li> <li>• <b>Work productively in teams while using cultural/global competence</b></li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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