

Marking Period	Unit 3	Recommended Instructional Days
3	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
<p>Core Ideas: 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</p>	<p>Performance Expectation:</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, 	

economic factors.	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 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: <i>Civic and Political Institutions</i> <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.	Performance Expectation: <i>Civic and Political Institutions</i> <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	<u>Essential Question/s:</u> <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?• How do people shape their world? <u>Activity Description:</u>

<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>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"> • Graphic organizer of 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, soldiers, African Americans and Native Americans during the Civil War • 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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<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. 	<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 Explain how African Americans defined freedom in post-civil war America Identify the successes of reconstruction 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 Explain the role racism and violence played in ending reconstruction and in institutionalizing racism Identify ways African Americans responded to growing racism and legalized segregation <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>	<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). 	<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. ● 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
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Social Studies Practices		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
<ul style="list-style-type: none">Developing Questions and Planning InquiryGathering and Evaluating Sources (sourcing; contextualization; corroboration)Seeking Diverse PerspectivesDeveloping Claims and Using EvidencePresenting Arguments and ExplanationsEngaging in Civil Discourse and Critiquing ConclusionsTaking Informed Action		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none">Self- awarenessSocial AwarenessSelf- ManagementRelationship SkillsResponsible 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.	

	<ul style="list-style-type: none">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 TicketsActivities with questionsRelated primary sources and accompanying questionsClass DiscussionsReflection writing assignmentsQuizlet, Kahoot, Gimkits (or other low-stake polling option)Think/Pair/ShareVirtual: Google Meet PollsMini-ProjectsEdpuzzles		<u>Benchmarks:</u> <ul style="list-style-type: none">Mid Chapter QuizzesPre and Post-TestsMid-Term <u>Summative Assessments:</u> <ul style="list-style-type: none">ProjectsPresentationsEssaysTestsDBQs	
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 FictionSkill building activitiesPearson’s Pacemaker Series	<ul style="list-style-type: none">Bilingual dictionaryModified assessments and/or rubricWieser Educational History ShortsVideos in their native language	<ul style="list-style-type: none">Leveled readingsNovels; periodicalsLeveled AssessmentsEnrichment activities & projectsChoice BoardsInquiry projectsGenius 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 	<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 learning styles 	<ul style="list-style-type: none"> Skill building activities Leveled Assessments Choice Boards 	<ul style="list-style-type: none"> Modified activities Extend time requirements 	<ul style="list-style-type: none"> Curriculum compacting & acceleration Leveled readings Leveled Assessments

<p>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"> • 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"> • 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>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	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: