

<b>Marking Period</b>	<b>Unit: 5 Title</b>	<b>Recommended Instructional Days</b>
2nd Marking Period	The New Nation: From Slavery to Freedom	15 - 20 days
<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>	

<p><b>Core Ideas</b></p> <ul style="list-style-type: none"><li>• Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</li><li>• Complex interacting factors influence people's perspective.</li><li>• Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</li><li>• Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</li></ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"><li>• 6.1.12.CivicsDP.3.a: Compare contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the State Constitution, abolition, women's rights, and temperance).</li><li>• 6.1.12. CivicsDP.3.c: Examine origins of the antislavery movement and the impact of particular events such as the Amistad decision, the Seneca Falls Declaration, and the Underground Railroad movement.</li><li>• 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.</li><li>• 6.1.12.CivicsDP.4.b: Analyze the ideas found in key documents that contributed to demanding equal rights for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).</li><li>• 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the factors in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) influenced the North and South (i.e., Secession) led to the Civil War.</li></ul>	
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<p align="center"><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<p><b><i>Core Ideas:</i></b></p> <ul style="list-style-type: none"> <li>● Civic participation and deliberation are essential characteristics of productive citizenship.</li> <li>● Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</li> <li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> <li>● Governments around the world support universal human rights to varying degrees.</li> </ul>	<p><b><i>Performance Expectation:</i></b></p> <ul style="list-style-type: none"> <li>● 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</li> <li>● 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</li> <li>● 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</li> <li>● 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. How did the Framers address the issue of slavery?</li> <li>2. Why did slavery expand so rapidly in the early years of the Republic?</li> <li>3. What is the connection between slavery and the economic growth of the United States?</li> <li>4. How were the lives of African Americans shaped by the regions in which they lived?</li> <li>5. In what ways were freedom and slavery intertwined?</li> <li>6. In what ways did African Americans, and others, fight for freedom and equal rights?</li> <li>7. What arguments did white Americans and others make in defense of and in opposition to slavery?</li> <li>8. Was the Civil War inevitable?</li> </ol> <p><b><u>Activity Description:</u></b></p> <ol style="list-style-type: none"> <li>1. Utilize facts and content-specific vocabulary.</li> <li>2. Explain how property rights and compromises impacted the creation of the Constitution.</li> <li>3. Summarize how the Framers addressed the issue of slavery and its subsequent impact on African Americans.</li> <li>4. Trace the development and expansion of slavery.</li> <li>5. Identify examples of the economic impact of slavery on wealth creation in the United States.</li> <li>6. Compare and contrast the lives of enslaved African Americans from various regions.</li> <li>7. Compare and contrast the lives of free African-Americans with those held in bondage.</li> <li>8. Provide examples of African-American culture.</li> <li>9. Analyze arguments for and against slavery.</li> </ol>

	<p>rights violations are a universal problem.</p> <ul style="list-style-type: none"> <li>6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</li> </ul>	<p>10. Demonstrate how African Americans and others resisted slavery and fought for equal rights.                  11. Explain how slavery caused the Civil War.                  12. Identify turning points in the lead up to the Civil War.                  13. Analyze key documents and key events as they relate to the rights of African-Americans and the dissolution of the Union.</p> <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <ul style="list-style-type: none"> <li>LA.RH.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</li> <li>LA.RH.11-12.2 Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</li> <li>LA.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>LA.RH.11-12.6 Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</li> <li>LA.RH.11-12.8 Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</li> <li>LA.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>LA.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry</li> </ul>
<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>		

<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<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>	<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 personal and educational goals.</li> <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>when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> <li>● LA.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>● LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>● LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</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>

<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Performances/Skits</li> <li>● Argument &amp; Expository Writing Prompts</li> <li>● o Revising and editing</li> <li>● Silent Reading/Summarization of Passages</li> <li>● Researching to make connections to texts and classroom discussions</li> <li>● Watching and responding to media</li> <li>● Note taking/Note making</li> <li>● Other Assessments                             <ul style="list-style-type: none"> <li>o Collins Writing</li> <li>o Quizzes</li> <li>o Current Events Journal</li> </ul> </li> </ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"> <li>● District Assessments</li> </ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Research Project</li> <li>● Other Assessments                             <ul style="list-style-type: none"> <li>o Tests</li> </ul> </li> </ul>	
<b>Differentiated Student Access to Content:                      Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources  <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● <i>African-American Odyssey—6<sup>th</sup> Edition.</i></li> <li>● Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● DBQ Online</li> <li>● Wieser Educational History Shorts</li> <li>● NewsELA</li> <li>● Videos</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> </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> </ul>

<p>African-American History                  Volume 1: From Slavery                  to Freedom, 1619-1877.                  Boston: Wadsworth                  Cengage Learning. 2000</p> <ul style="list-style-type: none"> <li>● Franklin, John Hope                      and Moss, Jr., Alfred.                      From Slavery to                      Freedom: A History of                      Negro Americans—6<sup>th</sup>                      Edition. New York.                      Alfred A. Knopf, Inc.                      1988                     <ul style="list-style-type: none"> <li>● Amistad Curriculum</li> <li>● DBQ Online</li> <li>● JStor</li> <li>● NewsELA</li> <li>● ArcGIS</li> <li>● New York Historical                          Society: Slavery in                          New York Classroom                          Materials. JP Morgan                          Chase</li> <li>● Choices Program</li> <li>● National Council for the                          Social Studies: MLL                          Lesson Plans</li> <li>● Document Based                          Questions</li> <li>● Informational Website                          sources: Infobase                          Learning Database</li> <li>● Selected primary                          sources</li> <li>● Periodicals—JStor;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Leveled Assessments</li> <li>● Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● Pearson’s Pacemaker                      Series</li> <li>● Shorts</li> <li>● NewsELA</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry projects</li> </ul>
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New York Times; Washington Post <ul style="list-style-type: none"> <li>● Films</li> <li>● Technology</li> </ul>			
<b>Supplemental Resources</b>			
<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, Quiz, Quizlet, Kahoot, <a href="https://rewordify.com/">https://rewordify.com/</a> , YouTube videos,</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</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>	<ul style="list-style-type: none"> <li>● native language</li> <li>● Watching videos in the native language</li> </ul>	
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <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>	<p><b>Disciplinary Concept:</b></p> <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>
	<p><b>Core Ideas:</b></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</p>

		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>Act as a responsible and contributing community member and employee.</b></li> <li>● <b>Attend to financial well-being.</b></li> <li>● <b>Consider the environmental, social and economic impacts of decisions.</b></li> <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>Model integrity, ethical leadership and effective management.</b></li> <li>● <b>Plan education and career paths aligned to personal goals.</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)

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: <i>Climate Change</i>
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