

<b>Marking Period</b>	<b>Unit: 7 Title</b>	<b>Recommended Instructional Days</b>
3rd Marking Period	Reconstruction: Success or Failure?	15 - 20 days
<b>NJSLS - United States History: America in the World 6.1 Disciplinary Strand: 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> <li>• Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</li> </ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).</li> <li>• 6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events such as the Amistad decision, the Fugitive Slave Act, and the Seneca Falls Declaration of Sentiments.</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 equality 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 ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Case) influenced the development of the nation.</li> </ul>	<p></p>
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<ul style="list-style-type: none"><li>• There are multiple and complex causes and effects of events from the past.</li><li>• To better understand the historical perspective, one must consider historical context.</li><li>• Complex interacting factors influence people's perspective.</li><li>• Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li></ul>	<p>Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <ul style="list-style-type: none"><li>• 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migratory patterns during the Reconstruction period.</li><li>• 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.</li><li>• 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</li><li>• 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African-Americans who lived in Union and Confederate states before and during the Civil War.</li><li>• 6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.</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>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>● Civic participation and deliberation are essential characteristics of productive citizenship.</li> <li>● Global economic activities in decisions based on national in the exchange of different unit exchange, decisions of public private institutions, and the a distribute goods and services</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>Performance Expectation:</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>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why were the American Civil War and Reconstruction periods a turning points in African American history?</li> <li>2. How did African Americans shape their worlds after the end of slavery?</li> <li>3. What role did the government, the courts and the legal system play in expanding freedom for African Americans?</li> <li>4. What role did the government, the courts and the legal system play in curtailing freedom for African Americans?</li> <li>5. What were the causes of the rise of Jim Crow?</li> <li>6. Was Reconstruction a success or a failure?</li> <li>7. What contributions did African Americans make during the Civil War?</li> </ol> <p><b>Activity Description:</b></p> <ol style="list-style-type: none"> <li>1. Utilize facts and content-specific vocabulary.</li> <li>2. Provide examples of how the Civil War and Reconstruction were turning points.</li> <li>3. Explain how the Civil War ended slavery and preserved the Union.</li> <li>4. Provide examples of how African-Americans responded to the end of slavery.</li> <li>5. Trace the phases of Reconstruction.</li> <li>6. Summarize the role government and the legal system played in ending slavery and in expanding freedoms and securing rights for African-Americans.</li> <li>7. Analyze the Civil War Amendments and the Bill of Rights.</li> <li>8. Trace the rise of Jim Crow.</li> <li>9. Explain the impact of Jim Crow on African Americans.</li> <li>10. Summarize the role violence, the government and the legal</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>system played in denying African-Americans life, liberty and property.</p> <p>11. Debate the success of Reconstruction.</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 when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> </ul>
<p><b>Social Studies Practices</b></p>		
<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>	<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> <li>●</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>			
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>● <i>African-American Odyssey—6<sup>th</sup> Edition.</i></li> <li>● Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth</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> <li>● Leveled Assessments</li> <li>● Choice Boards</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>● 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> </ul>

<p>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</li><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; New York Times; Washington Post</li><li>● Films</li><li>● Technology</li></ul>			
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**Supplemental Resources**

**Technology:**

- Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quiz, Quizlet, Kahoot, <https://rewordify.com/> , YouTube videos,

**Differentiated Student Access to Content:  
 Recommended *Strategies & Techniques***

<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</b>
<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> <li>● Review, restate &amp; repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</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>• Oral rather than written answers</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 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>

	<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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