

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



6th Grade Social Studies:
Our American Stories

Length of Course:	Term
Elective/Required:	Required
Schools:	Middle School
Eligibility:	Grade 6
Credit Value:	5 Credits
Date Approved:	August 17, 2021

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Our Vision

The Edison Township Middle School Social Studies Department is passionate about supporting students as they develop into engaged, empathetic, and creative thinkers who are prepared to take an active role in our global society by facilitating the development of thematic and conceptual understandings through thoughtful analysis of significant geographic, political, cultural, and economic developments of the past, as well as recognizing how the impacts of each continue to affect us today.

Our Mission

- To assist our diverse student population in seeing the world from multiple perspectives, while cultivating their own personal views and understanding of their impact on/place in their local and larger communities
- To foster knowledge of the New Jersey Student Learning Standards for Social Studies (2020), which connect to the geographic, political, cultural, and economic developments across our world throughout history
- To nurture the development of the literacy skills necessary to become thoughtful, engaged, and civic-minded members of society through the incorporation of the companion [NJ-SLS ELA standards for reading, writing](#), and [speaking/listening](#) in history, as well as the 2020 NJ-SLS for [Career Readiness, Life Literacies, and Key Skills](#) - including [Financial Literacy](#) and Digital Citizenship
- To employ the different tools and techniques necessary for critical thought, analysis, and self-expression

In working towards the above, the curriculum includes the recently adopted New Jersey Student Learning Standards for Social Studies with a focus on learning through inquiry, and the New Jersey Department of Education mandates such as [Holocaust/Genocide](#), [Amistad](#), and [LGBTQ/Disabilities](#). The Financial Literacy requirement, although supported within the context of the existing 6th and 7th grade curriculums, is a marking period program on the 8th grade level.

Our 6th grade students will experience a thematic approach to the exploration of early American history through the lens of our founding ideals as stated in the Declaration of Independence: Equality, Democracy, Liberty, Rights, and Opportunity. The themes that will guide students as they build their understandings include: the movement of people, government, conflict/resolution, and American diversity. Throughout their studies, students will build connections and hone their own perspective by learning about our country through the experiences of all involved in its history. Course material will be accessed through utilizing the essential skills which are the root of social studies: historical thinking, critical analysis of a variety of multimedia sources - both primary and secondary, research, identifying valid resources, generating claims, supporting claims with sound evidence and reasoning, written expression, collaboration, and the appropriate utilization of available technology resources. This course will give students the opportunity to apply what they learn about the past and the skills they acquire to contemporary issues and events.

This guide was revised by:

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Pacing Guide

<p><u>Quarter 1 (Movement of People)</u></p> <p><u>Unit 1 - The Study of Social Studies</u> Section 1: Historical Thinking Section 2: Geography</p> <p><u>Unit 2 - Movement of People</u> Section 1: Colonization of America Section 2: Go West Section 3: Immigration and Migration</p> <p><u>Quarter 2 (Government)</u></p> <p><u>Unit 3 - The Evolution of American Government</u> Section 1: Declaration of Independence Section 2: Articles of Confederation Section 3: Constitutional Convention Section 4: Goals and Principles of the Constitution</p> <p><u>Unit 4 - America's Early Leaders</u> Section 1: Washington Section 2: Adams</p>	<p><u>Quarter 3 (Conflict & Resolution)</u></p> <p><u>Unit 5 - Early American Conflicts and Resolutions within the Nation: Part 1</u> Section 1: 7 Years War Section 2: American Revolutionary War Section 3: Slavery</p> <p><u>Quarter 4 (Conflict & Resolution Continued - American Diversity)</u></p> <p><u>Unit 5 - Early American Conflicts and Resolutions within the Nation: Part 2</u> Section 4: Civil War Section 5: Reconstruction</p> <p><u>Unit 6 - American Diversity</u> Section 1: How America's Diversity has Shaped Our Nation</p>
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Unit 1:1 Historical Thinking

Essential Questions:
 How do we define the term, “history”?
 How do people learn about history?
 Why is it important to study multiple sources?
NJ Student Learning Standards: Social Studies Skills Table: Critical Thinking (Grades 5-8)
 Social Studies Skills Table: Critical Thinking (Grades 5-8)
 Compare and contrast differing interpretations of current and historical events.
 Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.
 Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
Enduring Understandings:
 Students will be able to define “history”. Students will be able to describe how people learn about history through the interpretation of primary and secondary sources. Students will be able to understand that the study of history can help people develop greater empathy for others, become better thinkers, and avoid repeating the mistakes of the past.
Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
 Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.
Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementations /Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessments
Define the term “history” Explain how people learn about history Identify primary and secondary sources Evaluate sources to determine bias, perspective, accuracy.	Why Study History? Philosophical Chairs (<u>Suggested Phrases</u>) Why Study History? Reading/Notes Spotlight on Strategies- Telephone Reading like a Historian- Intro Materials Perspective Timeline Activity EdPuzzle - Primary and Secondary Sources Short Tutorial	RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6	Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers

			Cornell notes Quickwrites Exit slips PBL process Homework Summative Assessments: Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product
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Unit 1:2 Geography

<p>Essential Questions: How is geography useful for understanding the past? What tools are needed to read and interpret a map? What are the basic elements of World and US geography?</p> <p>NJ Student Learning Standards: 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.</p> <p>Enduring Understandings: Students will become familiar with basic geographical concepts, including how to read a map and the location of important geographic features such as the continents and states. Students will gain an understanding of how geography is useful when studying history.</p> <p>Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.</p> <p>Instructional Adjustments:</p> <ul style="list-style-type: none"> • Use of previews and reading strategies to introduce lessons and objectives. • Use of chunking materials, texts into smaller sections • Use of color coding notes or graphic organizers • Provide audio recorded or leveled texts if available • Use of graphic organizers and sentence frames when taking notes. • Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s 			
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NJSLS Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementations /Interdisciplinary Connections	NJSLS ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessments

<p>Explain how geography is useful in understanding the past.</p> <p>Identify basic geographical terminology - compass rose, map legend</p> <p>Identify the location of continents and fifty states</p> <p>Identify the location of the 13 original colonies.</p>	<p><u>Discovery Techbook</u> - The Relevance of Geography to the Past and the Future</p> <p><u>Discovery Techbook</u> - Aids to Reading Maps (various activities and videos available in the Explore, Explain, and Evaluate tabs)</p> <p><u>Discovery Techbook</u> - Geography of the United States (various activities and videos available in the Explore, Explain, and Evaluate tabs)</p> <ul style="list-style-type: none"> ● <u>Epic GeoQuest</u> station activity ● <u>Blank World Map</u> ● <u>Online World geography games</u> ● <u>Online Map games</u> 	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><u>Formative Assessments:</u> Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework</p> <p><u>Summative Assessments:</u> Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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Unit 2:1 Colonization of America

<p>Essential Questions: Why did people come to America? How did the regions of the colonies differ? How did American colonists interact with Native American tribes?</p> <p>NJ Student Learning Standards: 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.</p> <p>Enduring Understandings: Students will evaluate push and pull factors that made coming to America attractive, differentiate between the different lifestyles that developed in the colonial regions, and describe how colonists interacted with Native Americans living on the land.</p> <p>Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.</p> <p>Instructional Adjustments:</p> <ul style="list-style-type: none"> • Use of previews and reading strategies to introduce lessons and objectives. • Use of chunking materials, texts into smaller sections • Use of color coding notes or graphic organizers • Provide audio recorded or leveled texts if available • Use of graphic organizers and sentence frames when taking notes. • Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's 			
NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementations /Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessments
<p>Describe reasons why people were willing to leave Europe and what attracted them to life in America</p> <p>Compare the geographical, cultural, political, and religious differences between the New England, Middle, and Southern colonies</p> <p>Analyze how the European colonization of America impacted Native American tribes</p>	<p>Discovery Education Techbook Activities- Chapters 2.1, 2.2</p> <p>Discovery Education Spotlight on Strategies</p> <p>LOC Virginia's Early Relation with Native Americans</p> <p>Native Americans in Colonial America</p> <p>13 Colonies Comparison Chart</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites</p>

	<p><u>History Alive - Exploration and Settlement Intro Activity</u></p> <p><u>History Alive - The English Colonies in America; (H.A. textbook pages)</u></p> <p><u>History Alive - Life in the Colonies; (H.A. textbook pages)</u></p>		<p>Exit slips PBL process Homework</p> <p><u>Summative Assessments:</u> Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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Unit 2:2 Go West

Essential Questions:

- Is the movement of people beneficial?
- What impact did Manifest Destiny have on the growth and development of the United States?
- What were the causes and effects of Indian Removal policies during the 1830s?

NJ Student Learning Standards:

- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
- 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.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

Enduring Understandings:

Students will be able to identify and explain the impact of Westward Expansion/Manifest Destiny on the nation and its people. Students will be able to map expansion of the United States through time.

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies Technology Implementations / Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessments
<p>Identify the lands acquired as part of the Louisiana Purchase</p> <p>Judge whether or not the Louisiana Purchase was constitutional</p> <p>Describe the people, places, and events related to the Lewis and Clark Expedition.</p> <p>Assess the impact of the Lewis and Clark Expedition on migration of settlers, development of new transportation and trade systems, and development of cities.</p> <p>Define the term "Manifest Destiny".</p> <p>Identify and locate the territories acquired by the U.S. between 1832-1853.</p> <p>Analyze the impact of westward expansion on American society</p>	<p>Discovery Education Techbook Activities- Chapters 5.2, 6.2, 7.1 and 7.2</p> <p>Discovery Education Spotlight on Strategies</p> <p>Lewis and Clark PBS Companion Site</p> <p>National Park Service- Lewis and Clark Expedition</p> <p>History Lab- The Louisiana Purchase: The Real Estate Deal of the Century? History Lab</p> <p>Reading Like a Historian- Louisiana Purchase</p> <p>Reading Like a Historian- Lewis and Clark</p> <p>Westward Migration- C3 Inquiry</p> <p>Reading Like a Historian- Manifest Destiny</p> <p>Manifest Destiny Art Analysis</p> <p>Reading Like a Historian- Texas Independence</p> <p>PBS: The West</p> <p>Mexican War- Smithsonian</p> <p>Oregon Trail</p> <p>Trails- Virtual Maps</p> <p>PBS: Gold Rush</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework</p> <p>Summative Assessments: Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>

	<p>Gold Rush Museum- California</p> <p>Scholastic: Dear America</p> <p>Jackson and the West</p> <p>US Land Expansion</p> <p>Indian Removal Act Slides</p>		
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Unit 2:3 Immigration and Migration

<p>Essential Questions: Is the movement of people beneficial? Who has moved to America throughout history and why have they come? How have immigrants been treated throughout American history? What challenges does one face when moving to a new place and how might those challenges be overcome?</p> <p>NJ Student Learning Standards: 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.</p> <p>Enduring Understandings: Students will be able to identify groups of people that have immigrated to America throughout history and be able to explain the reasons why these groups were willing to relocate. Students will be able to describe the immigration experience and how these groups assimilated to American culture.</p> <p>Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.</p> <p>Instructional Adjustments:</p> <ul style="list-style-type: none"> • Use of previews and reading strategies to introduce lessons and objectives. • Use of chunking materials, texts into smaller sections • Use of color coding notes or graphic organizers • Provide audio recorded or leveled texts if available • Use of graphic organizers and sentence frames when taking notes. • Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's
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NJSLs Performance Expectations	Instructional Actions		
<p>Objectives <i>What students will know</i></p>	<p>Resources and Suggested Activities/ Strategies, Technology Implementations /Interdisciplinary Connections</p>	<p>NJSLs ELA Companion Standards (including speaking/listening)</p>	<p>Suggested Formative and Summative Assessments</p>
<p>Identify groups of people that have immigrated to America over time</p> <p>Analyze the pull factors that appealed to immigrants</p>	<p>Discovery Education Techbook Activities- Chapters 8.1, 11.3, 12.3</p> <p>Discovery Education Spotlight on Strategies</p> <p>Push and Pull: Famous Immigrant Stories</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6,</p>	<p>Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work-</p>

<p>Analyze the push factors that people have dealt with in different countries</p> <p>Locate where immigrant groups have settled</p> <p>Describe the immigrant experience for different groups once they arrived in America</p> <p>Describe obstacles immigrants have had to overcome</p>	<p><u>Immigration Timeline</u></p> <p><u>Immigration Library of Congress</u></p> <p><u>Historical Timeline- Immigration</u></p> <p><u>Is America the Promised Land? C3 Inquiry</u></p> <p><u>The Great Migration</u></p> <p><u>Immigrant Stories Project</u></p> <p><u>Immigration Myths</u></p> <p><u>Immigration and Oral History</u></p> <p>Suggested groups to explore:</p> <ul style="list-style-type: none"> ● Specific Native American Tribes ● Pilgrims ● Puritans ● Africans ● Irish ● Italian ● Jews ● Japanese ● Chinese ● Muslim 	<p>WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>anecdotal records</p> <p>Teacher/student conferencing and feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p>Summative Assessments:</p> <p>Quizzes</p> <p>Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>
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Unit 3:1 Declaration of Independence

<p>Essential Questions: Why did Americans want independence from Britain? How does a country gain independence? What are America’s founding ideals? NJ Student Learning Standards: 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. Enduring Understandings: Students will be able to explain how and why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions. Instructional Adjustments:</p> <ul style="list-style-type: none"> • Use of previews and reading strategies to introduce lessons and objectives. • Use of chunking materials, texts into smaller sections • Use of color coding notes or graphic organizers • Provide audio recorded or leveled texts if available • Use of graphic organizers and sentence frames when taking notes. • Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s 			
NJSLS Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementations/ Interdisciplinary Connections	<u>NJSLS ELA Companion Standards</u> (including speaking/listening)	Suggested Formative and Summative Assessments
<p>Analyze the DOI and find evidence to support the colonists’ reasons for writing the document</p> <p>Examine the ideals of the Declaration; equality, democracy, rights, liberty, opportunity.</p> <p>Compare the meaning of the DOI as it was written to what it has evolved to mean today.</p> <p>Assess the right of the people of a nation to abolish or overthrow their government</p>	<p>Discovery Education Techbook Activities- Chapter 3.2</p> <p>Discovery Education Spotlight on Strategies</p> <p>Reading Like a Historian -DOI Lesson</p> <p>LOC - Creating the DOI</p> <p>225 Anniversary Reading of the Declaration of Independence video clip</p> <p>Too Late to Apologize Video Clip</p> <p>Rephrasing the Declaration</p> <p>Deleted Passage</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process</p>

	<p><u>Declaration- Who is Missing?</u></p> <p><u>Declaration- Weigh the Evidence Inquiry</u></p> <p><u>History Alive - The Declaration of Independence (H.A. Textbook pages)</u></p>		<p>Homework</p> <p>Summative Assessments:</p> <p>Quizzes</p> <p>Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>
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Unit 3:2 Articles of Confederation

<p>Essential Questions: To what extent did the Articles of Confederation provide the United States with an effective government?</p> <p>NJ Student Learning Standards: <u>6.1.8.HistoryCC.3.d:</u> Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>Enduring Understandings: Students will be able to examine the strengths and weaknesses of the Articles of Confederation.</p> <p>Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.</p> <p>Instructional Adjustments:</p> <ul style="list-style-type: none"> • Use of previews and reading strategies to introduce lessons and objectives. • Use of chunking materials, texts into smaller sections • Use of color coding notes or graphic organizers • Provide audio recorded or leveled texts if available • Use of graphic organizers and sentence frames when taking notes. • Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's
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NJSLs Performance Expectations	Instructional Actions		
<p>Objectives <i>What students will know</i></p>	<p>Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections</p>	<p><u>NJSLs ELA Companion Standards</u> (including <u>speaking/listening</u>)</p>	<p>Suggested Formative and Summative Assessments</p>
<p>Identify the strengths and weaknesses of the Articles of Confederation and assess the impact of the failed Articles on the new nation.</p> <p>Determine the causes and effects of</p>	<p>Discovery Education Techbook Activities- Chapter <u>4.1</u></p> <p><u>SHEG.Stanford - Shays' Rebellion</u></p> <p><u>Read Like a Historian- Shays' Text Excerpt</u></p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9,</p>	<p>Formative Assessments:</p> <p>Diagnostic pre- and post- assessments</p> <p>Whole class discussions</p> <p>Small group discussions</p> <p>Polls</p> <p>Teacher observation of group work- anecdotal records</p>

<p>Shays' Rebellion</p>	<p><u>Thomas Jefferson on Shays' Rebellion</u></p> <p><u>Thomas Jefferson on Shays' Rebellion (Modified)</u></p> <p><u>There's an app for that</u></p>	<p>WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Teacher/student conferencing and feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><u>Summative Assessments:</u></p> <p>Quizzes</p> <p>Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>
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Unit 3:3 Constitutional Convention

<p><u>Essential Questions:</u></p> <p>How did the weaknesses of the Articles of Confederation guide the framers of the Constitution?</p> <p>How did decisions made at the Constitutional Convention affect the balance of power in the new nation?</p> <p>Could the Constitution have been written and ratified without compromise?</p> <p>How did the Constitution create “a more perfect union”?</p> <p>Could the Constitution have been ratified without the addition of a Bill of Rights?</p> <p><u>NJ Student Learning Standards:</u></p> <p><u>6.1.8.CivicsPI.3.d:</u> 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><u>6.1.8.CivicsPD.3.a:</u> Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p><u>Enduring Understandings:</u></p> <p>Students will be able to understand the dynamics surrounding the Founding Fathers, including the dilemmas they faced, the plans they put forth, and what compromises they made. Students will be able to understand the process involved in ratifying the Constitution, what divided the delegates, and how agreement was reached. Students will be able to understand why the Constitution is a living document, allowing for growth and change over time.</p> <p><u>Assessment:</u> (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)</p> <p>Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.</p> <p><u>Instructional Adjustments:</u></p> <ul style="list-style-type: none"> ● Use of previews and reading strategies to introduce lessons and objectives. ● Use of chunking materials, texts into smaller sections ● Use of color coding notes or graphic organizers ● Provide audio recorded or leveled texts if available ● Use of graphic organizers and sentence frames when taking notes. ● Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLS Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessments
<p>Identify and analyze key issues addressed by the Framers at the outset of the Constitutional Convention</p> <p>Describe major areas of disagreement among delegates to the Constitutional Convention and explain compromises intended to resolve these issues</p> <p>Differentiate between Federalists and Anti-Federalists</p>	<p>Discovery Education Techbook Activities- Chapter 4.2</p> <p>Discovery Education Spotlight on Strategies</p> <p>Reading Like A Historian - Slavery and the Constitution</p> <p>Did the Constitution Establish a Just Government? C3 Inquiry</p> <p>Is Compromise Fair? - The Great Compromise C3 Inquiry</p> <p>HSI: Constitution Controversy</p> <p>Constitution Center</p> <p>3/5 Compromise</p> <p>Constitutional Convention Compromises- Agree Disagree</p> <p>Reading Like a Historian: Federalists and Anti-Federalists</p> <p>Feds vs Antifederalist iCivics reading</p> <p>Was the creation of a new Constitution necessary? Mini Debates</p> <p>Shh, We're Writing the Constitution intro game</p> <p>History Alive - Creating the Constitution (H.A. textbook pages)</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments:</p> <p>Diagnostic pre- and post- assessments</p> <p>Whole class discussions</p> <p>Small group discussions</p> <p>Polls</p> <p>Teacher observation of group work- anecdotal records</p> <p>Teacher/student conferencing and feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p>Summative Assessments:</p> <p>Quizzes</p> <p>Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>

Unit 3:4 Goals and Principles of the Constitution

<p>Essential Questions: How does the Constitution reflect major principles of American democracy? Do the principles of government provide us with an effective and efficient government? NJ Student Learning Standards: <u>6.1.8.CivicsPI.3.b:</u> 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. Enduring Understandings: Students will be able to analyze the principles underlying the Constitution (Popular Sovereignty, Rule of Law, Separation of Powers, Checks and Balances, Federalism, Limited government). Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions. Instructional Adjustments:</p> <ul style="list-style-type: none"> ● Use of previews and reading strategies to introduce lessons and objectives. ● Use of chunking materials, texts into smaller sections ● Use of color coding notes or graphic organizers ● Provide audio recorded or leveled texts if available ● Use of graphic organizers and sentence frames when taking notes. ● Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's 			
NJSLS Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementations /Interdisciplinary Connections	<u>NJSLS ELA Companion Standards</u> (including <u>speaking/listening</u>)	Suggested Formative and Summative Assessments
<p>Explain the organization of the Constitution and describe its important features</p> <p>Identify and define the goals of our Constitution as stated in the Preamble to the Constitution.</p> <p>Define and explain the fundamental principles of the Constitution (Popular Sovereignty, Limited Government, Separation of Powers, Checks and Balances, Federalism, Judicial Review)</p> <p>Analyze how the Constitution was a</p>	<p>Discovery Education Techbook Activities- Chapter <u>4.3</u></p> <p>Discovery Education <u>Spotlight on Strategies</u></p> <p><u>Preamble - Goals</u></p> <p><u>iCivics Lesson - Anatomy of the Constitution</u></p> <p><u>Constitution Center - Preamble Challenge</u></p> <p><u>Preamble Introduction Guiding Questions</u></p> <p><u>Democratic Principles Sketch and Tell</u></p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework</p>

response to the weaknesses of Articles of Confederation			<u>Summative Assessments:</u> Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product
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Unit 4:1 Washington

<p>Essential Questions: What are the qualities and characteristics of great leaders? In what ways did George Washington’s presidency influence the future of the U.S. political system? How did the nation’s early problems reveal different philosophies about government?</p> <p>NJ Student Learning Standards: <u>6.1.8.CivicsPI.3.a:</u> 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. <u>6.1.8.HistorySE.3.a:</u> Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. <u>6.1.8.EconET.4.a:</u> 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. <u>6.1.8.EconET.3.a:</u> Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time. <u>6.1.8.HistoryCC.3.b:</u> Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.</p> <p>Enduring Understandings: Students will evaluate what characteristics effective leaders possess. Students will assess the foreign and domestic policies of America’s earliest presidents to determine their effectiveness and legacy.</p> <p>Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.</p> <p>Instructional Adjustments:</p> <ul style="list-style-type: none"> ● Use of previews and reading strategies to introduce lessons and objectives. ● Use of chunking materials, texts into smaller sections ● Use of color coding notes or graphic organizers ● Provide audio recorded or leveled texts if available ● Use of graphic organizers and sentence frames when taking notes. ● Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s 			
NJSLS Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies Technology Implementations /Interdisciplinary Connections	<u>NJSLS ELA Companion Standards</u> (including <u>speaking/listening</u>)	Suggested Formative and Summative Assessments

<p>Identify the traits that make a good leader and which of those George Washington possessed.</p> <p>Outline key policies of the Washington administration</p> <p>Outline Hamilton's Plan for providing stability to the national economy; define the terms associated with inflation and debt</p> <p>Analyze the development of early political parties and ideologies, particularly those supported by Thomas Jefferson and Alexander Hamilton</p> <p>Analyze America's diplomatic and economic relationships with other countries and their effectiveness</p> <p>Describe and explain the significance of precedents established during the presidency of George Washington</p> <p>Evaluate the significance of Washington's Farewell Address</p>	<p>Discovery Education Techbook Activities- Chapter <u>5.1</u></p> <p>Discovery Education <u>Spotlight on Strategies</u></p> <p><u>Washington Early Challenges- Be Washington Simulation</u></p> <p><u>Whiskey Rebellion - CICERO</u></p> <p><u>Reading Like a Historian- Hamilton vs. Jefferson</u></p> <p><u>Political Parties DBQ</u></p> <p><u>Hamilton the Musical- Cabinet Battles</u></p> <p><u>Mount Vernon Official Website</u></p> <p><u>Farewell Address Lesson</u></p> <p><u>Bidding Adieu: On Teaching the Historical Significance of George Washington's Farewell Address</u></p> <p><u>Farewell Address Excerpts and Hamilton Musical One Last Time</u></p> <p><u>Washington's Report Card</u></p> <p><u>History Alive - Political Developments in the Early Republic (H.A. textbook pages)</u></p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><u>Formative Assessments:</u> Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework</p> <p><u>Summative Assessments:</u> Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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Unit 4:2 Adams

<p><u>Essential Questions:</u> What are the qualities and characteristics of great leaders? How did the nation's early problems reveal different philosophies about government? Is the suppression of public opinion during times of crisis ever justified?</p> <p><u>NJ Student Learning Standards:</u> <u>6.1.8.HistoryCC.4.a:</u> Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements <u>6.1.8.CivicsHR.3.a:</u> 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><u>Enduring Understandings:</u> Students will evaluate what characteristics effective leaders possess. Students will assess the foreign and domestic policies of America's earliest presidents to determine their effectiveness and legacy.</p> <p><u>Assessment:</u> (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.</p>

<p><u>Instructional Adjustments:</u></p> <ul style="list-style-type: none"> • Use of previews and reading strategies to introduce lessons and objectives. • Use of chunking materials, texts into smaller sections • Use of color coding notes or graphic organizers • Provide audio recorded or leveled texts if available • Use of graphic organizers and sentence frames when taking notes. • Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's 			
NJSLS Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementations /Interdisciplinary Connections	<u>NJSLS ELA Companion Standards</u> (including <u>speaking/listening</u>)	Suggested Formative and Summative Assessments
<p>Outline key policies of the Adams administration</p> <p>Assess the causes and effects of the Alien and Sedition Acts</p> <p>Compare/contrast the Alien and Sedition Act with more modern American Acts (Patriot Act)</p> <p>Analyze America's diplomatic and economic relationships with other countries and their effectiveness</p>	<p>Discovery Education Techbook Activities- Chapter <u>5.1</u></p> <p><u>XYZ Affair Cartoon Analysis</u></p> <p><u>XYZ Affair Activity</u></p> <p><u>President John Adams</u></p> <p><u>Khan Academy</u></p> <p><u>Edsitement Activities</u></p> <p><u>Let's Teach History Resources</u></p> <p><u>Bill of Rights Institute- Patriot Act activities</u></p> <p>History Alive - Foreign Affairs in the Young Nation (<u>H.A. textbook pages</u>)</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><u>Formative Assessments:</u></p> <p>Diagnostic pre- and post- assessments</p> <p>Whole class discussions</p> <p>Small group discussions</p> <p>Polls</p> <p>Teacher observation of group work- anecdotal records</p> <p>Teacher/student conferencing and feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><u>Summative Assessments:</u></p> <p>Quizzes</p> <p>Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>

Unit 5:1 The 7 Years War (French and Indian War)

Essential Questions:
 Why were American colonists willing to fight a British war?
 How can conflict over land be resolved?
 Were the resolutions to the conflict appropriate?

NJ Student Learning Standards:
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.
6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North

Enduring Understandings:
 Students will be able to explain how America became involved in the conflict between Britain, Native Americans, and France and evaluate the role America played in the war. Students will analyze the outcomes of the war and how they lead to future conflicts between America and Britain.

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
 Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessments
Locate and identify on a map of North America the colonies and the countries involved in the French and Indian War Trace and explain tensions on the frontier between Great Britain, France, American colonists, and Native Americans Assess the impact of the French and Indian War on the colonies and Native Americans	Discovery Education Techbook Activities- Chapter 3.1 Discovery Education Spotlight on Strategies Political Cartoon Analysis- Join or Die French and Indian War Slides French and Indian War Hyperdoc French and Indian War Hyperdoc 2	RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6	Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips

<p>Assess why the colonists disagreed with the Proclamation of 1763</p>	<p><u>Primary Source Set- Perspectives on the French and Indian War</u></p>		<p>PBL process Homework Summative Assessments: Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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Unit 5:2 American Revolutionary War

<p>Essential Questions: Was the War for Independence inevitable? Would you have been a patriot or a loyalist in 1776? Why did New Jersey have a unique geographic location during the American Revolution? When do the people of a nation have the right to abolish or overthrow their government? How did America establish itself after winning the war? NJ Student Learning Standards: <u>6.1.8.HistorySE.3.b:</u> Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. <u>6.1.8.GeoSV.3.a:</u> Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. Enduring Understandings: Students will be able to explain how taxes and other forms of economic regulation can affect economic opportunities and assess the impact of these regulations between Britain and its N. American colonies. Students will be able to explain how the consequences of the French and Indian War, changes in British policies towards the colonies, and responses by various groups and individuals in the N. American colonies led to the American Revolution. Students will be able to explain why New Jersey is considered the Crossroads of the American Revolution. Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions. Instructional Adjustments:</p> <ul style="list-style-type: none"> ● Use of previews and reading strategies to introduce lessons and objectives. ● Use of chunking materials, texts into smaller sections ● Use of color coding notes or graphic organizers ● Provide audio recorded or leveled texts if available ● Use of graphic organizers and sentence frames when taking notes. ● Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's 			
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<p>NJSLS Performance Expectations</p>	<p>Instructional Actions</p>		
<p>Objectives <i>What students will know</i></p>	<p>Resources and Suggested Activities/ Strategies, Technology</p>	<p><u>NJSLS ELA Companion Standards</u></p>	<p>Suggested Formative and Summative Assessments</p>

	Implementations /Interdisciplinary Connections	(including speaking/listening)	
<p>Describe the Acts and Taxes that causes conflict during this time period and how they affected economic opportunity (ex: Stamp Act, Tea Act, Townshend Acts, Sugar Act, Quartering Act, Navigation Acts)</p> <p>Assess the impact that each of these acts and regulations had on the colonists and Britain</p> <p>Assess the right of the people of a nation to abolish or overthrow their government</p> <p>Summarize key battles and events that affected the outcome of the Revolutionary War</p> <p>Describe how New Jersey played a pivotal role in the outcome of the American Revolution</p>	<p>Discovery Education Techbook Activities- Chapter 3.2, 3.3</p> <p>Discovery Education Spotlight on Strategies</p> <p>Was the American Revolution Avoidable? <i>From C3 Teacher Directions</i></p> <p>HSI Online: Boston Massacre</p> <p>Colony or Crown-Interactive Game</p> <p>SHEG Stanford - Stamp Act</p> <p>Hey, King: Get Off Our Backs!</p> <p>History Lab: Road to Revolution</p> <p>History Lab: Should the colonists have revolted?</p> <p>PBS; Road to Revolution</p> <p>Scholastic: Dear America</p> <p>Events Leading to the American Revolution class slides</p> <p>Recognizing Bias in the Boston Massacre</p> <p>Loyalists vs Patriots- Hamilton</p> <p>HSI: Lexington and Concord</p> <p>Khan Academy - The American Revolution</p> <p>Museum of the American Revolution</p> <p>TheAmericanRevolution.org</p> <p>National Park Service- Revolutionary War</p> <p>History Alive - American Revolution (H.A. Textbook Pages)</p> <p>History Alive - Towards Independence; (H.A. textbook pages</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework</p> <p>Summative Assessments: Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>

Unit 5:3 Slavery

<p>Essential Questions: Why do individuals risk their own freedom to help others? When is it acceptable to challenge or break a law that is immoral? How do oppressed people empower themselves to achieve freedom?</p> <p>NJ Student Learning Standards: 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p> <p>Enduring Understandings: Students will understand the life and culture of the enslaved people and the efforts that were made to free people before the Civil War.</p> <p>Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.</p> <p>Instructional Adjustments:</p> <ul style="list-style-type: none"> ● Use of previews and reading strategies to introduce lessons and objectives. ● Use of chunking materials, texts into smaller sections ● Use of color coding notes or graphic organizers ● Provide audio recorded or leveled texts if available ● Use of graphic organizers and sentence frames when taking notes. ● Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s 			
NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementations /Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessments
<p>Describe the life and culture of enslaved people</p> <p>Determine how the Underground Railroad helped thousands of African-Americans to gain their freedom.</p> <p>Explain New Jersey's role in the Underground Railroad.</p>	<p>Work songs of Enslaved Africans</p> <p>Discovery Education Techbook Activities-Chapter 9.1</p> <p>Discovery Education Spotlight on Strategies</p> <p>Slavery in States from C3</p> <p>Underground Railroad</p> <p>Freedom’s Path: The Underground Railroad in NJ</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work-anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process</p>

	<p>A Guide to the Underground Railroad in New Jersey</p> <p>Scholastic- Underground Railroad Interactive</p> <p>A Debate Against Slavery</p> <p>Mission 2: Flight to Freedom</p>		<p>Homework</p> <p><u>Summative Assessments:</u></p> <p>Quizzes</p> <p>Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>
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Unit 5:4 Civil War

<p><u>Essential Questions:</u></p> <p>How did geographical, economic, and political differences between the North and the South lead to conflict?</p> <p>Was the Civil War inevitable?</p> <p>In what ways was the Civil War both a beginning and an ending?</p> <p>Does Abraham Lincoln deserve to be called the “Great Emancipator”?</p> <p>Was the Civil War worth its costs?</p> <p><u>NJ Student Learning Standards:</u></p> <p>6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.</p> <p>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).</p> <p>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.</p> <p>6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p><u>Enduring Understandings:</u></p> <p>Students will be able to understand that the Civil War resulted from complex region differences involving political, economic, and social issues, as well as differing views on slavery. Students will be able to understand that the Civil War and Reconstruction had a lasting impact on the development of the United States.</p> <p><u>Assessment:</u> (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)</p> <p>Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.</p> <p><u>Instructional Adjustments:</u></p> <ul style="list-style-type: none"> ● Use of previews and reading strategies to introduce lessons and objectives. ● Use of chunking materials, texts into smaller sections ● Use of color coding notes or graphic organizers ● Provide audio recorded or leveled texts if available ● Use of graphic organizers and sentence frames when taking notes. ● Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s 			
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<p>NJSLS Performance Expectations</p>	<p>Instructional Actions</p>		
<p>Objectives <i>What students will know</i></p>	<p>Resources and Suggested Activities/ Strategies, Technology</p>	<p>NJSLS ELA Companion Standards</p>	<p>Suggested Formative and Summative Assessments</p>

	Implementations /Interdisciplinary Connections	(including speaking/listening)	
<p>Explain economic, social, and cultural differences between the North and the South</p> <p>Explain how economic, social, and cultural differences between the North and South resulted in disagreements over public policy</p> <p>Connect divergent positions on slavery and states' rights with failed attempts at congressional compromise</p> <p>Describe the causes and events that led to the Civil War</p> <p>Describe the outbreak, major battles, turning points (Emancipation Proclamation/ Gettysburg Address), and conclusion of the Civil War</p> <p>Judge how the Emancipation Proclamation impacted African-American attitudes toward the Union.</p> <p>Describe how the Gettysburg Address is representative of our founding ideals stated in the Declaration of Independence.</p>	<p>Discovery Education Techbook Activities- Chapter 9.2, 9.3</p> <p>Discovery Education Spotlight on Strategies</p> <p>Road to the Civil War Slides</p> <p>People of the Civil War Slides</p> <p>Lincoln and the Republicans: The Cause of War</p> <p>Civil War in Art</p> <p>Civil War Labs and Activities</p> <p>Emancipation Proclamation.</p> <p>Emancipation from C3</p> <p>Gettysburg Address/ Emancipation Proclamation Slides</p> <p>Could you have won the Battle of Gettysburg? Simulation</p> <p>Teaching the Civil War Through Political Cartoons</p> <p>Civil War 150</p> <p>Changing America: The Emancipation Proclamation, 1863, and the March on Washington, 1963</p> <p>Letter to Abraham Lincoln: "It is my desire to be free."</p> <p>Eyewitness to History: The Civil War</p> <p>Civil War Assessment options</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework <p>Summative Assessments:</p> <ul style="list-style-type: none"> Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product

Unit 5:5 Reconstruction

<p>Essential Questions: Is the history of Reconstruction a story of continuity or change? Should the South have been treated as a defeated nation or as rebellious states? What problems did Reconstruction resolve? What problems did it fail to resolve? How did the end of Reconstruction affect the lives of future generations of Americans? NJ Student Learning Standards: 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.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. Enduring Understandings: Students will be able to understand that the Civil War resulted from complex regional differences involving political, economic, and social issues, as well as differing views on slavery. Students will be able to understand that the Civil War and Reconstruction had a lasting impact on the development of the United States. Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?) Using an appropriate format, the students will demonstrate an understanding of the Essential Questions. Instructional Adjustments:</p> <ul style="list-style-type: none"> • Use of previews and reading strategies to introduce lessons and objectives. • Use of chunking materials, texts into smaller sections • Use of color coding notes or graphic organizers • Provide audio recorded or leveled texts if available • Use of graphic organizers and sentence frames when taking notes. • Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's 			
NJSLS Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies Technology Implementations /Interdisciplinary Connections	<u>NJSLS ELA Companion Standards</u> (including <u>speaking/listening</u>)	Suggested Formative and Summative Assessments
<p>Compare and contrast the social and economic impact of Reconstruction on the South from different perspectives.</p> <p>Define the meaning and determine the impact of the 13th, 14th, and 15th amendments that led to expanded voting rights and educational opportunities to African-Americans over time.</p> <p>Explain how the Jim Crow Laws</p>	<p>Discovery Education Techbook Activities- Chapter 9.4, 10.1, 10.2</p> <p>Discovery Education <u>Spotlight on Strategies</u></p> <p><u>Intro to Reconstruction</u></p> <p><u>Reconstruction Slides</u></p> <p>Reconstruction using <u>Crime Scenes</u></p> <p><u>The Constitution Center</u> and the 15th Amendment.</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites</p>

<p>were created in response to the 13th, 14th, and 15th amendments in the South.</p> <p>Evaluate whether Reconstruction was a success or failure.</p>	<p><u>The Promise and Pitfalls of the 15th Amendment</u></p> <p><u>Jim Crow laws</u></p> <p><u>PBS- The Rise and Fall of Jim Crow</u></p> <p><u>Reconstruction and its Aftermath</u></p> <p><u>Reparations from C3</u></p> <p><u>Why Reconstruction Matters by Eric Foner</u></p> <p><u>Helping to Move On? An Analysis of the Reconstruction Amendments Lesson Plan</u></p> <p><u>The Freedmen's Bureau- Success of Failure Lesson Plan</u></p> <p><u>Reading Like a Historian- Civil War and Reconstruction</u></p> <p><u>Connecting Reconstruction to issues of today</u></p>		<p>Exit slips PBL process Homework</p> <p><u>Summative Assessments:</u></p> <p>Quizzes Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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Unit 6 American Diversity: How America’s Diversity Has Shaped Our Nation

Essential Questions:

Through what perspectives can you study American history?
 How have specific groups of people lived through the American experience?
 Who makes up America?
 Why is it significant to have an entirely African American unit serving in the Civil War?

NJ Student Learning Standards:

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
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.
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.
6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
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.

Enduring Understandings:

Students will understand how the contributions of diverse groups and individuals provide new viewpoints and add to the richness of our diverse community.
 Students will understand how tolerance of diversity and exploring diverse perspectives assists them in empathizing with other individuals and groups of people.

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessments
Describe the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by	Discovery Education Techbook Activities- Chapters <u>3.4</u> (pgs. 4 & 6), <u>3.5</u> , <u>8.3</u> , <u>9.1</u> , <u>9.5</u> , <u>17.4</u> LGBTQ in History The story of Baron von Steuben African Americans in the Revolution	RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8,	Formative Assessments: Diagnostic pre- and post- assessments Whole class discussions Small group discussions Polls Teacher observation of group work- anecdotal records Teacher/student conferencing and

<p>the war.</p> <p>Describe the ideals found in the Declaration of Independence and whether they were fulfilled for women, African Americans, and Native Americans</p> <p>Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>Understand the significance of the 54th Massachusetts Regiment in the Civil War and in history.</p> <p>Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>Describe the Cotton Gin and its impact on the people of the United States</p>	<p><u>Women in the Revolution</u></p> <p><u>Women of Power-</u> National Constitution Center</p> <p><u>Abigail Adams: Mrs. President</u></p> <p><u>Women through history</u></p> <p><u>The Legacy of the Declaration of Independence</u></p> <p><u>Did the American Revolution live up to its ideals?</u></p> <p><u>Founding Ideals of the Declaration of Independence hyperdoc</u></p> <p>Reform Movements Discovery Education Chapters <u>8.2</u> (pgs . 3,6-9)</p> <p><u>54th Regiment</u></p> <p><u>Exhibit: 54th Mass Casualty List</u></p> <p><u>54th Regiment Nearpod</u></p> <p><u>Women in the Civil War Nearpod</u></p> <p><u>Native Americans in the Civil War</u></p> <p><u>Can Words Lead to War Inquiry</u></p> <p><u>The Impact of the Cotton Gin</u></p> <p><u>Native American History Timeline</u></p>	<p>WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><u>Summative Assessments:</u></p> <p>Quizzes</p> <p>Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>
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