

Moonachie School District Social Studies Curriculum: Middle School - US History

New Jersey Student Learning Standards for Social Studies

Born On: August 23, 2022
Re-Adopted: August 26, 2025

Social Studies Disciplinary Practices:

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. These practices are integrated into each unit.

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	s Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible

	actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
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SOCIAL STUDIES

6.1 U.S. History: America in the World

Disciplinary Concept: Era 3. Revolution and the New Nation (1754–1820s)

Amistad

LGBTQ & Persons with Disabilities

Diversity, Equity & Inclusion

Disciplinary Practices:

Seeking Diverse Perspectives; Gathering & Evaluating Sources; Developing Questions & Planning Inquiry; Developing Claims & Using Evidence

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Core Ideas	Performance Expectation Standards
Political and civil institutions impact all aspects of people’s lives.	6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
Governments have different structures which impact development (expansion) and civic participation.	6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	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.
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
Social and political systems have protected and denied human rights (to varying degrees)	6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

throughout time.	6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	6.1.8.GeoSV.3.a: 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.
Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
Chronological sequencing helps us understand the interrelationship of historical events.	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.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	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.
Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.	6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
Historical contexts and events shaped and continue to shape people's perspectives.	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. 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.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 America from multiple perspectives.
Examining historical sources may answer questions but may also lead to more questions.	6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.	6.1.8.HistorySE.3.b: 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.
Time Allocated	20 Weeks

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
French and Indian War George Washington mercantilism militia Ohio River Valley Proclamation Act of 1763 Treaty of Paris (1763)	Students will analyze the causes of the French and Indian War and determine how the war changed the lives of colonists.	Students will evaluate the ineffectiveness of the American militia through simulated activities and understand why the war was fought through map analysis.	Simulation of the Battle of the Monongahela where students take on the role of British soldiers, American militia, French soldiers, and Native American soldiers Analyzing Youtube videos about George Washington in the French and Indian War Color-by-territory map activity	George Washington Battle of the Monongahela video Word web-causes and effects of the war
boycott Committees of Correspondence protest Stamp Act Stamp Act Congress Townshend Acts	Students will analyze the causes of the Revolution by looking at Parliament's ridiculous taxes on the colonies.	Students will take on an interactive role as colonists and determine the validity of taxation without representation.	Project: gravestones of various acts Analyzing Youtube videos about the taxes Simulations where students assume the roles of tax collectors and colonists	Teachertube Primary sources of tarring and feathering
Boston Massacre John Adams Paul Revere Samuel Adams Trial by jury	Students will judge the culpability of the soldiers and mob involved in the Boston Massacre.	Students will analyze primary sources of the Massacre for bias.	Essay on true culpability of the soldiers Exit ticket	Boston Massacre etching by Paul Revere John Adams mini-series Primary sources of Boston Massacre accounts
Boston Tea Party British East India Company Coercive (Intolerable) Acts quartering Tea Act	Students will analyze the actions and ramifications of the Boston Tea Party.	Students will evaluate the legality of the Boston Tea Party protest and the legality of the Parliamentary response in the controversial Coercive (Intolerable) Acts.	Simulation where students take on the roles of Sons of Liberty, regular colonists, ship owners, and the royal governor Analyzing videos + primary sources Exit ticket	Liberty kids Daily bell ringers Primary sources

<p><i>Common Sense</i> Declaration of Independence First Continental Congress Thomas Jefferson Thomas Paine</p>	<p>Students will analyze the Declaration of Independence in terms of scope, meaning, implication, impact, and the struggle for its ratification.</p>	<p>Students will analyze the Declaration of Independence by putting it into modern, relatable words for the youth of today.</p>	<p>Declaration of Independence “break up letter” Rewriting/matching the Declaration of Independence original version with modern day language</p>	<p>Teachertube Declaration of Independence video Declaration of Independence primary source</p>
<p>Battle of Bunker Hill Battle of Concord Battle of Lexington Continental Army Minutemen Redcoats Thomas Gage Second Continental Congress</p>	<p>Students will evaluate successes and failures for Americans in early battles of the Revolution: Lexington, Concord, Bunker Hill.</p>	<p>Students will analyze multimedia representations regarding these noteworthy engagements to analyze key elements regarding advantages, decisive decisions, outcomes and impact.</p>	<p>Edpuzzles on videos for the battles Collaboratively analyzing <i>The Battle of Bunker Hill</i> by Howard Pyle Analyzing interactive battle maps for how the battles progressed</p>	<p>Battlefields.org interactive battle maps American Heroes Channel “Battle of Lexington” Video Shot Heard Round the World by the immortal SchoolHouse Rock <i>The Battle of Bunker Hill</i> by Howard Pyle</p>
<p>ambush Battle of Trenton Hessians Mercenaries</p>	<p>Students will evaluate the key role New Jersey played in the Revolution.</p>	<p>Students will analyze the importance Trenton had on the war and the reasons behind the success of the immense gamble.</p>	<p>Analyzing clips of <i>The Crossing</i></p>	<p><i>George Washington’s Socks</i> by Elvira Woodruff <i>The Crossing</i> clip</p>
<p>fencesitter Loyalist Patriot spy</p>	<p>Students will analyze the internal domestic struggles of colonists and the deep divisions and stresses the Revolution caused.</p>	<p>Students will evaluate the motivations behind those colonists who chose to remain loyal to the king, those who chose to fight bravely for the patriot side, and those who chose to stay neutral during the entirety.</p>	<p>Character analysis of theoretical colonists Analysis of prominent families torn apart by the war (Benjamin and William Franklin)</p>	<p><i>My Brother Sam Is Dead</i> by Christopher and James Lincoln Collier Recruit a spy activity Mr. Betts Videos</p>
<p>Betsy Ross Deborah Sampson Molly Pitcher Phillis Wheatley</p>	<p>Students will evaluate the contributions of noteworthy women during the Revolution.</p>	<p>Students will analyze the roles women played during the Revolution, why they were limited, and how they impacted the war.</p>	<p>Betsy Ross webquest Analyzing writings by Phillis Wheatley</p>	<p><i>The Secret Soldier</i> by Ann McGovern</p>

Battle of Yorktown Baron Von Steuben Charles Cornwallis Marquis de Lafayette	Students will analyze the impact of foreign aid on the patriot cause during the Revolution.	Students will analyze direct impacts of foreign assistance through direct, major examples: Yorktown, Baron Von Steuben, Lafayette	Reflection on the war Essay: What if we did not win the war DBQ Exit ticket	Liberty Kids episode Clips from <i>Turn</i> featuring Yorktown
Articles of Confederation bicameral delegate republic unicameral	Students will analyze the inherent weaknesses in the well-meaning but poorly executed Articles of Confederation.	Students will summarize the Articles in modern day language. Students will participate in a simulation where the flaws of the Articles are present for all to see and despair.	Articles of Confederation breakdown anticipatory set Simulation Exit ticket	Primary sources of the Articles Articles of Confederation breakdown list 1790 US census
compromise Connecticut (Great) Compromise Constitutional Convention James Madison New Jersey Plan Roger Sherman William Paterson Virginia Plan	Students will analyze the appeals of the NJ and VA plan to the various states in the Constitutional Convention.	Students will assume the role of one of the 13 states, determine whether they are large or small, and which of the plans would give them the most power.	Participation in the simulation Exit ticket	1790 census icivics
Northwest Ordinance Shays' Rebellion ratification tariffs	Students will evaluate the cavalcade of catastrophes colliding casually with our country.	Students will take on the role of citizens in our young, delicate, perilous nation and react to the problems facing us from international and domestic woes.	Creating a colonial newspaper/headline on the worst calamities Simulation in which some students take on the role of British soldiers and/or Shays' rebels	Primary sources History.com- Shays Rebellion YouTube video: Shays Rebellion NBC News https://www.youtube.com/watch?v=ZtBh8LMrDY4
Amendment Checks and balances Executive branch Expressed powers Implied powers Judicial branch	Students will analyze the different workings of the three branches of government and their checks and balances.	Students will internalize and depict the powers and checks and balances of the three branches in their own creative ways.	Creating a pictorial representation of the checks and balances Participating in a simulation where students take the role of one of the branches of	icivics - Branches of power School House Rock- 3 Ring Government

Legislative branch			government and decides to impose their check on the other branches	
Whiskey Rebellion XYZ Affair Federalist Party Alien and sedition Acts Treaty of Greenville Bank of the United States Neutrality Proclamation	Students will analyze and evaluate the distinguishing and impactful differences between the Federalists and Democratic-Republicans.	Students will analyze the policy and personality differences that accompany Jefferson's Democratic-Republicans and Hamilton's Federalists through creating a political cartoon.	Exit ticket Simulations where students take the role of differing political parties	Icivics John Adams mini-series <i>Hamilton</i> Musical song lyrics
Interdisciplinary Connections	<p>English Language Arts</p> <ul style="list-style-type: none"> ● RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories) ● RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) ● RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims ● W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence ● W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 			
Career Readiness, Life Literacies and Key Skills	<p>Life Literacies and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. ● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products ● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. ● 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. ● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose 			
Computer Science and Design Thinking	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.			

Modifications

Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aide Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

SOCIAL STUDIES

6.1 U.S. History: America in the World

Disciplinary Concept: Era 4. Expansion and Reform (1801–1861)

Amistad
Diversity, Equity & Inclusion
AAIP

Disciplinary Practices:

Gathering & Evaluating Sources; Seeking Diverse Perspectives; Engaging in Civil Discourse & Critiquing Conclusions

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Core Ideas	Performance Expectation Standards
Core Idea: The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
Core Idea: Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	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.

Core Idea: Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
Core Idea: Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.1.8.EconET.4.a: 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. 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.
Core Idea: A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.	6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. 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.
Core Idea: Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. 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.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
Time Allocated	6 Weeks

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
blockade Impressment Embargo Battle of Tippecanoe Battle of New Orleans Violations of Neutrality	Students will analyze the keystone events, conflicts, and personalities associated with the second American war with Great Britain (War of 1812).	Students will analyze the <i>Star Spangled Banner</i> for historical, poetic, and societal impact. Students will create a petition listing their grievance with the Embargo Act.	Exit ticket Simulations in which students assume the roles of British and American forces during various battles	<i>Star Spangled Banner</i> by Francis Scott Key Fort McHenry virtual tour: https://fort-mchenry-virtual.com/index.html https://www.nps.gov/jela Interactive Star Spangled Banner flag from the Smithsonian https://amhistory.si.edu/starspangledbanner/interactive-flag-

				html5/
Manifest Destiny Monroe Doctrine Pioneers Era of Good Feeling Foreign Policy Nationalism	Students will analyze and evaluate the driving forces of, implications for, and costs of Manifest Destiny.	Students will analyze a political cartoon regarding the Monroe Doctrine. Students will analyze the trials and tribulations of the poor souls traveling the Oregon Trail through an interactive activity in which students will assume the roles of pioneers and have to survive the journey.	Project: create a children's book of a trip along the Oregon Trail Exit ticket Simulation Playing the classic computer game Oregon Trail	Interactive Oregon Trail Map http://www.historyglobe.com/ot/otmap1.htm Oregon Trail Game https://www.visitoregon.com/the-oregon-trail-game-online/ Political cartoons about the Monroe Doctrine
Expedition Louisiana Purchase Meriwether Lewis Sacagawea William Clark	Students will analyze the reasons behind and long lasting impact of the Louisiana Purchase.	Students will act as quartermaster of the Lewis and Clark Expedition, selecting the necessary gear and supplies whilst staying within a budget and the constraints of carrying capacity.	Simulation Exit ticket	Lewis and Clark journal primary sources http://lewisandclarktrail.com/diary.htm
Spoils System Nullification Crisis Nominating convention Tariff of Abomination Trail of Tears Indian Removal Act	Students will evaluate the position of Jackson's Democratic party and its impact on the nation.	Students will create a campaign video for the election of 1828 for either Jackson or Adams, highlighting the alleged horrors of the opposing party. Students will analyze Jackson's annual message to Congress regarding the Indian Removal Act focusing on the language and rhetoric employed by the president	Dreamcatcher activity representing the tribes of the Trail of Tears	Jackson's "On Indian Removal" Speech https://www.learningforjustice.org/classroom-resources/texts/andrew-jackson-indian-removal-message
Antonio López de Santa Anna Battle of the Alamo Bear Flag Revolt empresarios Gadsden Purchase	Students will evaluate the justification of the Mexican-American War, and analyze the challenges that arose from the new lands	Students will judge the interpretations and biases of textbook depiction of the Mexican-American War in American and Mexican	Mexican War DBQ Exit ticket Students assuming the	Polk's Message for War https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Lesson%201%20Polk%20Message%20abridged_0.pdf

<p>Nationalism Sam Houston Sectionalism Stephen Austin Battle of San Jacinto Treaty of Guadalupe Hidalgo</p>	<p>America gained as a result.</p>	<p>textbooks.</p>	<p>personas of citizens of the time and writing an article for or against going to war with Mexico</p>	<p>Congressman Giddings Against War https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Lesson%20%20Giddings%20Speech%20abridged.pdf "On the Duty of Civil Disobedience" by Henry David Thoreau</p>
<p><i>Gibbons v. Ogden</i> Lowell system Rhode Island system Transportation Revolution Water frame Free Enterprise</p>	<p>Students will analyze the rise of emerging industrialization in the clearly superior Northern states.</p>	<p>Students will analyze images of inventions from early 19th century industrialization and will have to hypothesize as to the invention's purpose.</p> <p>Students will evaluate the differences between of the Lowell and Rhode Island Systems and determine which they feel to be superior.</p> <p>Students will develop their own type of invention, either creating one that would fit in the early Industrial Revolution or one for the future of the 21st century.</p>	<p>Webquest on inventions of the era Project: make your own invention Exit ticket</p>	<p>Paterson Great Falls National Park nps.gov/grfa Lowell National Historic Park- https://www.nps.gov/lowe</p>
<p>Slave spirituals Cotton gin Cotton Boom Slave codes Nat Turner</p>	<p>Students will analyze how the future of the Antebellum South was linked inescapably with slavery.</p>	<p>Students will analyze the different depictions of Antebellum Southern life as shown in <i>Gone With the Wind</i> and compare it to photographs of slave houses</p> <p>Students will analyze different slave spiritual songs as to their purposes: uplifting, work</p>	<p>Project: create your own spiritual song Exit ticket Webquest - Antebellum South</p>	<p><i>Gone With the Wind</i> Ann Kembell's diary William Still</p>

		motivation, or codes for escape.		
Horace Mann Dorthea Dix Push-pull factor Immigration Suffrage Temperance Spiritualism Common school	Students will analyze the major efforts going on in the reform movement during the first half of the 19th century.	Students will analyze the push-pull factors of immigration. Students will create a propaganda poster encouraging involvement in one of the tenets of reform: temperance, women’s rights, spiritualism, education, mental health	Project: propaganda poster Exit ticket Simulation in which students take on the role of immigrants and border patrol	History Channel- Seneca Falls Convention https://www.history.com/topics/womens-rights/seneca-falls-convention#:~:text=The%20Seneca%20Falls%20Convention%20was,women%20the%20right%20to%20vote.
Underground Railroad Abolitionist Harriet Tubman Frederick Douglass William Lloyd Garrison Freedom Slave Codes	Students will analyze the causes and methods employed by abolition groups during the 1800s.	Students will create an Underground Railroad map using Google Earth and a map of North America.	Project- create your own quilt squares for the Underground Railroad	Horrible Histories- Harriet Tubman https://www.youtube.com/watch?v=mDdb0q3QsYk
Interdisciplinary Connections	<p>English Language Arts</p> <ul style="list-style-type: none"> ● RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories) ● RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) ● RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims ● W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence ● W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the 			

	selection, organization, and analysis of relevant content.
Career Readiness, Life Literacies and Key Skills	Life Literacies and Key Skills <ul style="list-style-type: none"> ● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. ● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products ● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. ● 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. ● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
Computer Science and Design Thinking	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

SOCIAL STUDIES
6.1 U.S. History: America in the World
Disciplinary Concept: Era 5. Civil War and Reconstruction (1850–1877)
Amistad
LGBTQ & Persons with Disabilities
Diversity, Equity & Inclusion
Disciplinary Practices:

Gathering & Evaluating Sources; Developing Questions & Planning Inquiry; Engaging in Civil Discourse & Critiquing Conclusions; Presenting Arguments & Explanations	
The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.	
Core Ideas	Performance Expectation Standards
Historical events may have single, multiple, direct and indirect causes and effects.	6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. 6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives. 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
Historical contexts and events shaped and continue to shape people's perspectives.	6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	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). 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
Time Allocated	6 Weeks

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Wilmot Proviso Popular Sovereignty Dred Scott Fugitive Slave Act John Brown Bleeding Kansas	Students will analyze the role of slavery in dividing the nation and the failure of the pathetic attempts to solve these issues.	Students will create flyers for the Wilmot Proviso or Popular Sovereignty. Students will analyze the Dred Scott Case, writing their own opinion of the justice's verdict. Students will depict the main messages of the Republican and Democratic parties as encompassed in the	Projects- Wilmot Proviso vs Popular Sovereignty John Brown Trial: is he a hero or a villain? Exit ticket	Battlefield.org Lincoln-Douglas Debates https://www.nps.gov/liho/learn/historyculture/debates.htm

		Lincoln-Douglas Debates by displaying it visually.		
emancipation Emancipation Proclamation Servitude 13th Amendment	Students will compare and contrast the Emancipation Proclamation and 13th Amendment in terms of effectiveness in ending slavery in America.	Students will create a song about the Emancipation Proclamation highlighting the importance of the document. Students will judge the legality of General Butler's Fort Monroe declaration of capture slaves as 'contraband of war.'	Essay- What impact did the Emancipation Proclamation have on the war	Emancipation Proclamation primary source https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html
Union Confederates ironclads Battles of Antietam Battle of Gettysburg Battle of Shiloh First and Second Battle of Bull Run/Manassas Battle of Fort Sumter Battle of Fredericksburg Siege of Vicksburg Siege of New Orleans Battle of Appomattox Court House Clara Barton Sarah Edmonds Jennie Hodgers	Students will analyze the course of the war by focusing on the outcome of major battles and their impact to the overall war effort.	Students will analyze the course of the war by creating a timeline/map of major battles of the war, complete with the years they took place and the victor of each. Students will play/create an open ended adventure game ("Dungeons and Dragons") for the Civil War which will require them to successfully defeat the rebels while holding the army together and maintaining popular support at home.	Jigsaw Activity of how the Civil War affected people on the homefront Primary sources comparing the lives of soldiers from letters written home (Confederate Soldiers, Union Soldiers, African American soldiers)	<i>Andersonville</i> film <i>Glory</i> <i>Gettysburg</i> nps.gov/gett Gettysburg cyclorama: https://www.youtube.com/watch?v=oM1q-Y9p2-c&ab_channel=AmericanBattlefieldTrust Battlefields.org <i>With Every Drop of Blood</i> by
Reconstruction Wade-Davis Bill Black Codes/Jim Crow laws Thaddeus Stevens Radical Republicans Andrew Johnson Carpetbaggers scalawags	Students will analyze the moderate successes and spectacular failures associated with Reconstruction in the South in the post-war era.	Students will debate the benefits and drawbacks of the three plans facing the South during Reconstruction: Lincoln's, Johnson's, and the Radical Republicans'	Essay- What if Abraham Lincoln wasn't assassinated? How would America be a different country? Exit ticket	Battlefields.org Primary political cartoons Andrew Johnson National Historic Site: https://www.nps.gov/anjo/index.htm

Interdisciplinary Connections	<p>English Language Arts</p> <ul style="list-style-type: none"> ● RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories) ● RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) ● RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims ● W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence ● W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Career Readiness, Life Literacies and Key Skills	<p>Life Literacies and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. ● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products ● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. ● 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. ● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
Computer Science and Design Thinking	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking

Think-pair- share Visual aides Modeling Cognates	Answer eliminator Highlighter Color contrast			Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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