Board Approval Date: August 19, 2025
Course Title: 6th Grade SS
Course Description: This class is an in-depth study of the time period in U.S. History from Pre-Revolutionary America to 1870. Students will discuss the thirteen colonies, the role of independence from Great Britain, American Revolution, Constitution, the Early National period, the issue on slavery including the Civil War and Reconstruction. Political, economic and social aspects of the era are included as topics for discussion. Additional outside readings and research papers are integral components of the course.

Course Sequence & Pacing	
Estimated Number of Periods	**Marking Period 1** **Era 3**
24 periods	**Unit 1 The Revolution** 13 Colonies and Regions The French & Indian War US Geography and Map Skills Causes of the Revolution Declaration of Independence The Revolutionary War American Win the Revolution Current Event on 9/11
12 periods	**Unit 2 The Constitution** The Articles of Confederation The Constitutional Convention Federalists vs. Anti-Federalists Understanding the Constitution Bill of Rights

	Current Events 9/11 and Constitution Day
Estimated Number of Periods	**Marking Period 2** **Era**
36 Periods	**Unit 3 The New Nation** George Washington Becomes the First President Hamilton's Plan John Adams becomes the Second President Political Parties Emerge Thomas Jefferson becomes the Third President Louisiana Purchase Jefferson's policies Famous Supreme Court Cases: *Marbury v. Madison* *McCulloch v. Maryland* *James Madison's* War of 1812 Foreign & Domestic Policies Monroe Doctrine Era Of Good Feelings John Quincy Adams Current Event on Supreme Court Case
Estimated Number of Blocks	**Marking Period 3** **Era**
20 periods	**Unit 4 Expansion (1801-1832)** Jacksonian Democracy The Election of 1824 The Election of 1828 Trail of Tears

	Indian Removal Act of 1830 Nullification Crisis and Tariff of Abomination Current Event on Indigenous People Westward Expansion Manifest Destiny Texas-Mexican War Oregon Trail Gold Rush Underground Railroad Current Event on Veterans Day
16 periods	**Unit 5 Reform Movements (1801–1861)** The Second Great Awakening Public Education Reform Social Reform Movements The Abolition Movement Women's Reform Movement The Beginning of the Industrial Revolution Differences between the North & South The Missouri Compromise of 1820 Current Event on Social Injustice
	Marking Period 4 **Era**
22 periods	**Unit 6 Civil War (1850–1865)** Taylor/Fillmore Compromise of 1850 Kansas-Nebraska Act Women's Reform Movement Kansas-Nebraska Act Birth Of the Republican Party Dred Scott Decision

	Lincoln & Douglas Debate Harper's Ferry Election of 1860 The Collapse of the Union Key Civil War Battles Emancipation Proclamation 54th Massachusetts Regiment Gettysburg Address Lincoln's Assassination Current Event on Asian American Pacific Islander/ Memorial Day
14 periods	**Unit 7 Reconstruction (1865-1877)** 13th, 14th, 15th Amendments Southern Economy After the War Reconstruction Plan Freedmen's Bureau Bill Johnson's Impeachment New opportunities for freed people, women & children The Impact of Reconstruction

Stage 1 Desired Results
Unit Title #: Unit 1- Revolutionary War
Unit Summary: Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
Unit Learning Targets
NJSLS Standards: 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.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.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of

Rights.
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.
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.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.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
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.
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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Holocaust & Amistad:

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.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.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. What is latitude/longitude? What is the equator and prime meridian? How is climate identified in hemispheres? 2. What are the three regions of the 13 colonies, and how do they differ? 3. What are the long term effects of the French & Indian War? 4. How was it possible for the American Patriots to gain their independence from the powerful British Empire?	1. Understand why latitude and longitude help to identify location of regions and colonies 2. Understand the differences between each colonial region and how it affects the economy and way of life. 3. The war marked another seven-year long struggle between Britain and France and ultimately led to taxation of the colonists.As Great Britain expanded control over the

5. How does conflict build up over time? 6. Why are natural rights essential to humanity? 7. What ideas and/or philosophies about government were expressed in the Declaration of Independence? 8. How does economics correlate with politics? 9. Why do rules, laws, and government not always align with the common good? How can this be changed? 10. What role did key individuals play in the Revolutionary War? 11. What were some of the key events that occurred during the Revolutionary War period? 12. How was it possible that American Patriots gained their independence from the powerful British Empire?	American colonies, many colonists became dissatisfied and rebellious. 4. How the Americans' disadvantages caused them to become more effective and successful in outcome of the American Revolution because they had the heart and passion to overcome 5. The road to the Revolution were events that led to the colonists declaring independence. 6. Colonists saw British efforts to increase control over the colonies as violations of their rights. Many colonists organized to oppose British policies. 7. The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness. 8. Strong economic growth typically translates to high job creation, stronger wage growth, better financial market performance, and higher corporate profits. 9. Rules, laws and government do not always align with the common good. Governments give business and society the stability of knowing that all rights are respected and protected. 10. Many individuals played important roles in shaping events of the American Revolution. 11. Key events shaped the Revolutionary War. 12. The establishment of the Continental Army, the printing of the continental currency, the recommendation that the colonies draft new constitutions, the pursuance of an alliance with France, the disavowal of parliament were agreed upon at the Constitutional convention.
Students will know: *(Content, Noun)* ● How to identity key concepts on a map ● Great Britain's reasons for controlling the colonies ● Great Britain desired to remain a world power.	**Students will be able to:** ● Identify and label parts of a map ● Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

• In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War. • Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War. Great Britain's reasons for taxation to help finance the French and Indian War • To help finance the maintenance of British troops in the colonies Sources of colonial dissatisfaction • The colonies had no representation in Parliament. • Some colonists resented the power of the colonial governors. • Great Britain wanted strict control over colonial legislatures. • The colonies opposed the British taxes. The Proclamation of l763, which followed the French and Indian War, restricted the western movement of settlers **Vocabulary:** latitude, longitude, equator, prime meridian, boycott, propaganda, massacre, repeal, ratified, consensus, prohibit, influential, militia, minutemen, patriots, loyalists, mercenaries, blockade, traitor, preamble, inalienable rights, natural rights, ensure, siege, ratify, embargo	• Analyze and Understand the French and Indian War and its outcome. • Examine Political Cartoons. • Analyze the reasons behind British efforts to raise taxes on colonists and the sparked protest throughout the colonies. • Identify the many acts that were being placed on the colonists and explain the reasons for the acts. • Examine British efforts to raise taxes on colonists sparked protest. • Analyze The Boston Massacre caused colonial resentment toward Great Britain. • Describe in detail how the colonists protested the British tax on tea with the Boston Tea Party. • Explain why Great Britain responded to colonial actions by passing the Intolerable Acts. • Examine a series of Document Based Questions regarding the 13 Colonies and the road to Revolution. • Analyze The First Continental Congress and how they demanded certain rights from Great Britain. • Explain the events that sparked the American Revolution. • Analyze why Bunker Hill/Breed's Hill was an important location for the colonists. • Analyze Thomas Paine's Common Sense and how it led many colonists to support independence. • Explain why Colonists had to choose sides when independence was declared. • Analyze the Declaration of Independence and how it starts to shape a nation. • Explain why the Battle of Yorktown was ultimately so critical to American independence • Discuss the role France and its navy played in aiding the American cause against the British Explain the Treaty of Paris of 1783 and who did or did not benefit from its signing.

	• Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

Stage 2 Assessment Evidence
Summative Assessments: • Revolutionary War Common Assessment • Constitution Common Assessment • Narrative Writing: Write a letter home to a family member in England from a colonist's perspective. Explain what their new life was like in the "New World" from one of the three regions.
Formative Assessments: • 13 Colonies Quiz • American Revolution Battles Project • Famous Woman of the Revolution Research • Abigail Adams Reading Check Quiz • Reading Comprehension Quizzes • Brainpop Video Quizzes
Common Benchmark Assessments: Era 3 Common Assessments
Alternative Assessments: • Explanatory Essay and Current Events: Summative • Transfer Tasks: Written • Persuasive Essay Boston Tea Party – Patriotism or Vandalism? • Reenactment Performance- Revolutionary War Play • Dramatization Simulations of the Continental Congress Advertisement Project • Analyze Common Sense and the Declaration of Independence

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Periods)*

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.	• Analyze political documents including the Declaration of Independence • Discuss the role of Women during the Revolution • Analyze the role Native Americans played during the Revolution and their relationship with Britain • Analyze the contributions of Hispanic and Latino's in the American Revolution.	*5 periods*
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.	• Analyze Brainpop Video of the Causes of the American Revolution • Analyze Primary and Secondary Sources from Native Americans.	*2 periods*
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.	• Research Battles of the American Revolution • Analyze New Jersey's role in the war and the American Revolution Battles that occured in New Jersey.	*3 periods*
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.	• Join or Die: Political Cartoon Analysis • Understanding the French and Indian War and how it lead to changes in policies	*3 periods*

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.	• Analyze the Declaration of Independence for it's founding principles.	*3 periods*
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.	• Evaluate General George Washington's effectiveness during the Revolutionary War. • Discuss & Analyze George Washington's disability - dyslexia	*3 periods*
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.	• Evaluate primary sources for Content, Historical context, Intended audience, Point of View, Purpose and Opposing viewpoints. (CHIPPO) • Examine the system slavery on the political and economic expansion of the United States. • Answer Document Based Questions (DBQ) • Political Cartoon Analysis • Discuss the strengths and weaknesses of the British and Americans armies.	*6 periods*
6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants,	• Compare and Contrast the Roles of Women During the American Revolution	*3 periods*

	and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.	• Discuss Debrorah Sampson, the first female to enlist as a male in the Continental Army. • Examine the roles of the Native Americans and African Americans during Early America.	
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	• Analyze what the treaty of Paris accomplished • Discuss why the Treaty of Paris took two years to sign after the war.	*3 periods*
W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	• Analyze Join or Die Political Cartoon • Create a political cartoon depicting Washington, Jefferson and Hamilton	*4 periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
My World Interactive:American History Chapters : **<u>Topic 3:The Revolutionary Era- Lesson 1-7</u>** Lesson 1: Geography and Map Skills Lesson 2: 13 Colonies and Regions Lesson 3: French and Indian War Lesson 4: Growing Resentment Against Britain	Scaffolded texts and ELL texts online

Lesson 5: Taking Up Arms Lesson 6: The Move Toward Independence Lesson 7: Winning Independence **Articles** ● Hispanic Heritage Month (Sept) ● Specific articles related to the content. **IXL** Reading Maps Identify Latitude and Longitude Physical Geography Colonies **Wonderopolis** ● When Were The Salem Witch Trials? ● What are Checks and Balances? ● How many Judges on the Supreme Court? ● Do kids have rights? **BrainPop** ● French and Indian War ● Declaration of Independence ● Constitution ● Articles of Confederation **My World Interactive: Active Journal** ● Page 62: Take Notes-George Washington and the French and Indian War ● Page 63: Practice Vocabulary-Treaty of Paris ● Page 66: Make a Timeline **Venn Diagrams** **Graphic Organizers** **Political Cartoons** ● French and Indian War	Scaffolded online texts with text tools and features.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities/IEPs:
Specific examples applied to the unit

- Use of visual and multisensory formats
  MyWorld Interactive American History text and online
  Political Cartoons
- Use of assisted technology
  MyWorld Interactive American History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Compare and Contrast
  Sentence starters on Political Cartoons
  Note-taking Skills
- Modification of content and student products
  Era 3 Common Assessment Project-Revolutionary War
- Testing accommodations
  Era 3 Common Assessment Modified-Revolution
- Authentic assessments
  American Revolution Battles Project
  Creating Political Cartoons

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating Political Cartoons for peer review
  Enrichment Questions

- Interest-based content
  Choice Based Political Cartoon Drawing
  Choice Based Topics for Projects-Revolution
- Student-driven instruction
  Choice topics for research topics-Famous People from the Revolution-Poster
- Real-world problems and scenarios
  Connect to current events-Articles: Hispanic Heritage Month (Sept)

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World American History Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach

- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 2- The Constitution

Unit Summary: The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Unit Learning Targets

NJSLS Standards:

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.
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.
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.
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.
6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Holocaust & Amistad:

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.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

Unit Essential Questions:	**Unit Enduring Understandings:**
1.How did America's pre-Revolutionary relationship with Britain influence the structure of the first national government?	1. During the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.
2. What weaknesses in the Articles of Confederation led to the effort to draft a new constitution?	2.The Articles of Confederation created a weak national government and there were many weaknesses in the Articles of Confederation including the Virginia Plan and the New Jersey Plan.
3. How did the delegates to the Constitutional Convention balance competing interests?	3.The Constitution created a new, stronger government that replaced the Confederation
4. What compromises were reached at the Constitutional Convention?	4. The development of the Constitution of the United States was significant to the foundation of the American republic.
5. What were the major arguments for and against the Constitution of 1787 in the leading Federalist and Anti-Federalist writings and in the ratification debates?	5. Elements of Federalist and Anti-Federalist thought are reflected in contemporary political debate on issues such as the size and role of government, federalism, and the protection of individual rights.
6.Who were the leading Federalists and Anti-Federalists?	6. George Washington and Alexander Hamilton were leading Federalists and Thomas Jefferson and Patrick Henry were leading Anti-Federalists.
7. How did Americans create a national government that respected both the independence of states and the rights of individuals?	

8. How did Chief Justice John Marshall contribute to the growth of the United States Supreme Court's importance in relation to the other branches of the national government? 9. How has our 220-year-old Constitution remained a living document? 10. What are the fundamental principles underlying the Constitution? 11. What are the rights and responsibilities of citizens? 12. How does the government established by the Constitution embody the purposes, values and principles of the American Dream? 13. How can a government decision be based on a Constitution that does not explicitly state the answer?	7. The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments. 8.Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government. 9.American liberties are protected by the U.S. Constitution and a Bill of Rights 10. Clear definition and a system of checks and balances help three branches of government share power 11. Twenty-seven amendments, including the Bill of Rights, protected individual rights, and the common good. 12. The Ancient Roman and Enlightenment influences on American Democracy. 13. The three branches of government: legislative, judicial and executive
Students will know: ● How the Articles of Confederation provided for a weak national government. ● How the Articles gave Congress no power to tax or regulate commerce among the states. ● How the Articles provided for no common currency. ● How the Articles gave each state one vote regardless of size. Why the Articles provided for no executive or judicial branches. ● How the weaknesses in the Articles of Confederation led to the effort to draft a new constitution. ● How the Constitutional Convention was a group of state delegates who met in Philadelphia and decided not to revise the Articles of Confederation but to write a new	**Students will be able to:** ● Explain the origins of the Constitution, including the Articles of Confederation ● Identify the major compromises necessary to produce the Constitution ● Analyze the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today. ● Analyze each article of the Constitution. ● Examine the significance of the Bill of Rights ● Compare and contrast the Amendments that were significant to the colonists to American citizens today.

constitution. · Why George Washington was elected president of the Constitutional Convention. ● Why delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government. ● How the structure of the new national government included three separate branches of government: Legislative, Executive and Judicial ● Why the Great Compromise (NJ Plan & VA Plan) decided how many votes each state would have in the Senate and the House of Representatives. ● Why the Constitution was signed at the end of the convention. ● Why the Ratification of the Constitution needed a minimum of nine of the thirteen states to vote in favor of the Constitution before it could become law. ● Why the Bill of Rights was added to the Constitution. ● Why these first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion). ● How Federalists advocated the importance of a strong central government, especially to promote economic development and public improvements. Today, those who see a primary role for the federal government in solving national problems are heirs to this tradition. **Vocabulary:** Constitution, Bill of rights, impressment, treaty, Articles of Confederation, ceded, privatized, Northwest Ordinance, depression, Shay's Rebellion, Constitutional Convention, legacy, Virginia Plan, New Jersey Plan, compromise, Great Compromise, Three-Fifths Compromise, ethical, moral, republic, civic, dictatorship, free enterprise, separation of power, Federalist, Anti-Federalist, Federalist Papers, amendment, statute, liberty	● Evaluate how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government. ● Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

Stage 2 Assessment Evidence

Summative Assessments:

- Constitution Common Assessment

Formative Assessments:

- DBQ Writing: Why was the US Constitution written, and how does it protect people's rights?
- Constitution Internet Scavenger Hunt
- Constitution: Escape Room
- Three Branches of Government Quiz-Building the Branches of Government Art Project
- Bill of Rights -Scenarios-What Bill of Right is it Reflecting?

Common Benchmark Assessments: Era 3 Common Assessments

Alternative Assessments:

- Write an essay on one of the following topics: voting rights, civil rights, Pledge of Allegiance, Religion in schools, or one of the freedoms guaranteed in the Bill of Rights.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(periods)*
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.	• Compare and contrast the Articles of Confederation to the new "Constitution" of the US. • Create poster on the three branches of government that creates checks and balances	*6 periods*

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.	• Discuss how the ADA protects disabled persons. • Describe the role of citizens, political parties, interest groups and the media. • Create a simulation on a current event, where students will assume one of these roles	*4 periods*
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.	• Analyze the Bill of Rights • Challenge students to identify the Bill of Rights by using a whiteboard to analyze different situations	*2 periods*
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.	• Compare and contrast the Articles of Confederation and the Constitution of the United States • Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.	*4 periods*

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.	• Create a Venn Diagram on the Virginia and New Jersey Plans • Analyze the electoral college and why the population must be included. • Analyze the 3/5 Compromise	*4 periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Topic 4 :A Constitution for the United States- Lessons 1-7 Lesson 1:A Weak Confederation Lesson 2:Drafting a Constitution Lesson 3:Ideas that Influenced the Constitution Lesson 4:Federalists, Antifederalists and the Bill of Rights Lesson 5:Understanding the Constitution Lesson 6:Federalism and Amendments Lesson 7:Citizen's Rights and Responsibilities	Scaffolded texts and ELL texts online
Articles • Current Event Articles: Upcoming Elections(Nov.): Who is running in our local? Specific articles related to the content. **IXL** Checks and Balances State and Local Government Purposes of Government Constitution	Scaffolded online texts with text tools and features.

Bill of Rights/Amendments Citizenship: Rights and Responsibilities **<u>BrainPop</u>** ● The US Constitution **<u>US Presidents- History Channel DVD</u>** ● George Washington **<u>My World Interactive: Active Journal</u>** ● Page 77- Map Skills ● Page 80- Investigate: Connect to Alexander Hamilton, The Virginia Plan and Representation in Congress **<u>Venn Diagrams</u>** ● Compare and Contrast Anti-Federalist to Federalist **<u>Graphic Organizers</u>** ● Page 83: Examine Primary Sources-Should Representation in the Senate be Based on Population?	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats *MyWorld Interactive American History text and online* *Political Cartoons- Constitution Ratifications-Pillars* ● Use of assisted technology *MyWorld Interactive American History online* *FM Stereo* *Earbuds for low level readers-Snap and Read* *Brainpop Transcripts and closed captions during videos*

- Use of prompts
  Compare and Contrast
  Sentence starters on Political Cartoons
  Note-taking Skills
- Modification of content and student products
  Unit 2 Assessment Project- Constitution Detectives
- Testing accommodations
  Unit 2- Assessment Modified- AOC to the Constitution Test
  Authentic assessments
  Creating Political Cartoons

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating Political Cartoons for peer review
  Enrichment Questions
- Interest-based content
  Choice Based Political Cartoon Drawing
  Choice Based Topics for Projects-Constitution/Bill of Rights
  Student-driven instruction
  Choice topics for research topics-Bill of Rights/ Citizenship Test
- Real-world problems and scenarios
  Connect to current events-Articles: Indigenous Peoples' Day (Oct), *Elections (November)*

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World American History Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 3- The New Nation

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

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.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.
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.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
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.
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).
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 the federal government.
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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)*:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Holocaust & Amistad:

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. Why did competing political parties develop during the 1790s?	1.Different views of economic and foreign policy issues led to the development of the first American political parties.

2.What factors influenced American westward movement? 3.What were the causes of the War of 1812? 4. In what ways did political democracy change in the years following the War of 1812? 5.What issues divided America in the first half of the nineteenth century?	2.Economic and strategic interests, supported by popular beliefs, led to territorial expansion to the Pacific Ocean. 3.The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. 4. Americans, stirred by their hunger for land and the ideology of "Manifest Destiny," flocked to new frontiers. 5.Conflicts between American settlers and Indian nations in the Southeast and the old Northwest resulted in the relocation of many Indians to reservations.
Students will know: *(Content, Noun)* ● Why the controversy over the Federalists' support for the Bank of the United States, the Jay Treaty, and the undeclared war on France contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison. ● How the presidential election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one political party to another. ● Why the Federalists,led by John Adams and Alexander Hamilton, typically believed in a strong national government and commercial economy. They were supported by bankers and business interests in the Northeast. ● Why the Democratic-Republicans believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South Expansion resulting from the Louisiana Purchase and War of 1812.	**Students will be able to:** ● Explain the principles and issues that prompted Thomas Jefferson to organize the first opposition political party ● Identify the key issues of the election of 1800. ● Identify the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians ● Examine the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation ● Analyze the significance of the Monroe Doctrine and American foreign policy ● Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

● How Thomas Jefferson, as president in 1803, purchased the huge Louisiana Territory from France, which doubled the size of the United States overnight. ● Why Jefferson authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. ● How Sacajawea, an American Indian woman, served as their guide and translator. ● Why the war of 1812 occurred. ● How the Monroe Doctrine (1823) stated the following: ○ The American continents should not be considered for future colonization by any European powers. ○ Nations in the Western Hemisphere were inherently different from those of Europe—i.e. ○ They were republics by nature rather than monarchies. ○ Why would the United States regard it as a threat to her own peace and safety if any attempt by European powers to impose their system on any independent state in the Western Hemisphere. The United States would not interfere in European affairs. **<u>Vocabulary:</u>** Civilian, popular sovereignty, bills, veto, impeach, infrastructure, political parties, liberties, citizen, patriotism, jury duty, tariff, precedent, neutral, unconstitutional	

Stage 2 Assessment Evidence

Summative Assessments:

- The New Nation Common Assessment
- DBQ Writing: How Did Marbury v. Madison and McCulloch v. Maryland Strengthen the Power of the U.S. Government?
- Informational Writing: Write a news article on one event during the War of 1812 (student choice)

Formative Assessments:

- Student created political cartoons
- Quiz Analyze the Monroe Doctrine Political Cartoons
- Alexander Hamilton Scavenger Hunt
- Venn Diagrams

Common Benchmark Assessments: Era 3 Common Assessments

Alternative Assessments:

- Create a political cartoon depicting George Washington, Thomas Jefferson and Alexander Hamilton's Relationship

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*

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.	• George Washington set “Precedent” for future presidents. • Analyze the importance of having a debate on whether a central bank in the US is needed. • Discuss the importance of creating a strong navy. • Investigate the first military disability law signed by John Adams in 1798.	*3 periods*
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.	• Create, using google slides, slides on what makes a good citizen in the US. • Take the US citizen test • Analyze how political parties were created.	*4 periods*
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).	• Summarize the Alien and Sedition Acts and why they were so unpopular	*2 periods*

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 the federal government.	• Determine the role of political parties in forming our government. • Create a political cartoon depicting Washington, Jefferson and Hamilton • Create A Venn Diagram on Federalists and Anti-Federalist	*4 periods*
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.	• Analyze the importance of the Louisiana Purchase • Define Impressment of sailors	*3 periods*
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.	• Discuss the cost of forming a new nation • Discuss the importance of the central bank of the US.	*3 periods*
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.	• Discuss the role that African Americans played on plantations in the southern states • Analyze the “sectionalism” beginning to occur in regions of the US.	*3 periods*
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.	• Determine the role of political parties in forming our government.	*3 periods*

RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics	• Compare and contrast the Articles of Confederation to the Constitution of the US • Create A Venn Diagram on Federalists and Anti-Federalist • Reflect on George Washington's Farewell Address and how it impacted the future of the US	*5 periods*
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	• Discuss the importance of the Monroe Doctrine and its effects on foreign policy. • Examine the Supreme Court cases of Marbury vs Madison and McCulloch vs Maryland. • Make connections to real world events with current events.	*6 periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Topic 5:The Early Republic- Lessons 1-6 Lesson 1:Washington's Presidency Lesson 2:A Two-Party System Develops Lesson 3:Presidents Adams and Jefferson Lesson 4:A Changing Nation Lesson 5: Madison and the War of 1812 Lesson 6: Monroe's Presidency and Everyday Life	

Articles: ● Articles: Indigenous Peoples' Day (Dec), *Martin Luther King Jr. (Jan)* ● Specific articles related to the content. **IXL** ● Articles of Confederation ● Constitutional Convention ● First Party System ● Federalists and Democratic-Republicans **Wonderopolis** ● What is the war of 1812? **BrainPop** ● War of 1812 ● Monroe Doctrine ***US Presidents***- History Channel DVD ● John Adams ● Thomas Jefferson ● James Madison ● James Monroe **My World Interactive: Active Journal** ● Page 116- A Two Party System Develops ● Page 118- Taking Sides-Two Party System ● Page 120- Practice Vocabulary ● Page 124- Madison and the War of 1812 **Venn Diagrams** ● NJ/VA Plan **Graphic Organizers** ● Page 126- Monroe's Presidency and Everyday Life **Political Cartoons** ● "Hands Off" -Monroe Doctrine	

Accommodations and Modifications:

Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
  MyWorld Interactive American History text and online
  Political Cartoons-Monroe Doctrine
  War of 1812
  Federalist Papers
- Use of assisted technology
  MyWorld Interactive American History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Compare and Contrast
  Sentence starters on Political Cartoons
  Note-taking Skills
- Modification of content and student products
  Unit 3 Common Assessment Project
- Testing accommodations
  Unit 3 Common Assessment
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating Political Cartoons for peer review- Washington, Hamilton and Jefferson
  Enrichment Questions
- Interest-based content

Choice Based Political Cartoon Drawing
Choice Based Topics for Projects

- Student-driven instruction
  Choice topics for research topics
- Real-world problems and scenarios
  Connect to current events-Articles: Martin Luther King Jr.

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World American History Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach

- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 4- Expansion

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

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
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: 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.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.HistoryCC.4.d:Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently

Computer Science & Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections:

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Holocaust & Amistad: African-American Heritage Month (Feb)

Unit Essential Questions:	**Unit Enduring Understandings:**
1.How do policies such as Indian Removal, Manifest Destiny, and slavery conflict with the U.S. Constitution and Revolutionary principles? 2. Why did people move westward? 3. How did the railroad change travel? 4. What should all citizens have the right to vote? 5. Is the Bank of the US constitutional?	1. Policies were created in the US conflicted with the US Constitution and principles from Revolutionary times. 2. In the early 1800s, nearly all Americans lived east of the Appalachian Mountains. People left their homes and risked moving to the untamed West. By the middle of the 1800s, the US extended west from the original 13 colonies on the East Coast, reaching from the Atlantic to the Pacific. As new lands were acquired, explorers paved the way for settlers from the East. 3. Railroads allowed Americans to expand westward and settle new land. 4. Students will understand that “all men were created equal.” Students will discuss whether men also include women. 5.. Hamilton created the first bank of the US to ensure a stable US economy. The first charter expired in 1811, but President Madison endorsed the renewal in 1816

	following the War of 1812. The Second Charter expired under president Andrew Jackson.
Students will know: *(Content, Noun)* ● What Jacksonian democracy is. ● How to determine the impact on the Native Americans as they were forced off their land. ● How policies shaped the US including the Indian Removal Act. ● How to analyze the fears of moving westward. ● Why westward expansion was a boom for the economy, but devastating to American Indians. ● How Andrew Jackson created the spoils system at the national level. ● How Andrew Jackson treated the Native Americans. ● How the Nullification Crisis was a pivotal moment for Jackson and how he was able to keep the union together. ● How Jackson ignored the Supreme Court ruling hence causing the Trail of Tears to occur. ● How work changed in the US between the 1800s and 1850s. ● What family life was like in different regions of the US during the 1800s and 1850s. ● How the Industrial revolution impacted the citizens of the US ● How technologies changed the economy in the North and South. ● How railroads allowed people to expand westward. **<u>Vocabulary:</u>** Suffrage, majority, Whig Party, Democratic Army, spoils system, veto, perceive, states rights, Nullification Act, depression, caucus, nominating convention, implicit, speculation, frontier, Worcester v.	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● Describe the causes and effects of Jacksonian democracy. ● Analyze how Jackson changed the country. ● Describe how Jackson and his opponents clashed over the issues of nullification and states' rights. ● Explain why Americans disagreed about the banking system. ● Identify how economic issues impacted the election of 1840 ● Analyze how Indian Removal changed the country. ● Explain what the frontier meant to the nation in the first half of the nineteenth century. ● Explain the conflict over land occupied by Native Americans between the Appalachians and Mississippi. ● Describe how the Westward movement changed family life. ● Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

Georgia, Indian Removal Act, Indian Territory, Trail of Tears, acquire, exceedingly, revenue, flat boat, Erie Canal, National Road, Oregon Country, Oregon Trail, dictator, Alamo, siege, Manifest Destiny, Treaty of Guadalupe-Hidalgo, Mexican Cession, forty niner, abolitionist, nationalism, sectionalism, patriotism	

Stage 2 Assessment Evidence

Summative Assessments:

- Age of Jackson Common Assessment
- Westward Expansion Common Assessment
- DBQ Writing: What Was Manifest Destiny, and How Did It Change the United States?

Formative Assessments:

- King Jackson Political Cartoon Analysis
- Reading Comprehension Quizzes
- Brainpop Video Quizzes- Andrew Jackson
- Indian Removal Gallery Walk
- Manifest Destiny Political cartoon Analysis

Common Benchmark Assessments: Era 4 Common Assessments

Alternative Assessments:

- Andrew Jackson; Loved or Hated?
- Gallery Walk: Jacksonian Era

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.8.Civics DP.4.a:	Research and prioritize the most significant events that led to the expansion of voting rights during the	• Analyze Primary and Secondary Sources	

	Jacksonian period	• Summarize the Spoils system and how Jackson used this on a national level • Compare and contrast the Democratic Party to the Whig Party • Analyze the Nullification Crisis • Compare and contrast forms of government and how different presidents have different ideas. • Analyze Political Cartoons on Andrew Jackson. • Analyze Jackson's campaign to expand voting rights westward to include all white men.	*8 periods*
6.1.8.GeoSV.4.a:	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.	• Discuss the importance of Westward Expansion and how it affected the Native Americans and settlers • Indian Removal Act Gallery Walk on Perspectives from Cherokee, Andrew Jackson and from Supreme Court	*6 periods*
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.	• Discuss the outcome of Jackson's attack on the National Bank • Discuss the Panic of 1837	*5 periods*
6.1.8.HistoryCC.4.c:	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	• Decipher the Manifest Destiny political cartoon and James Polk's mission to expand westward. • Create a map that outlines the Texas Annexation. • Complete a webquest on the Mexican American War.	*6 periods*

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.	• Explain the importance of the Erie Canal and its connection to NYC for trade purchases and the growth of a nation. • Discuss the importance of the Delaware River, Hudson River, Susquehanna River and Mississippi River and its usefulness towards trade.	*5 periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
<u>Topic 6: The Age of Jackson and Westward Expansion</u> Lesson 1: Jackson Wins the Presidency Lesson 2:Political Conflicts and Economic Crisis Lesson 3:Conflict with American Indians Lesson 4:Westward Movement Lesson 5: Settling Oregon Country Lesson 6: New Spain and Independence for Texas Lesson 7: Manifest Destiny in California and the Southwest	Scaffolded texts and ELL texts online
<u>Articles</u> • Articles: *African-American Heritage Month (Feb),* **<u>IXL</u>** • Jacksonian Democracy • Tariff and Nullification Bank War • Indian Removal and the Trail of Tears • Louisiana Purchase **<u>Wonderopolis</u>** • What was the Trail of Tears?	Scaffolded online texts with text tools and features.

BrainPop ● Political Party Origins ● Oregon Trail ● Andrew Jackson ● Trail of Tears ● Westward Expansion ● Gold Rush ***US Presidents***- History Channel DVD ● John Quincy Adams ● Andrew Jackson ● Martin VanBuren **My World Interactive: Active Journal** ● Page 130- Why do People move? ● Page 131-Map Skills ● Page 132-Mexican American War ● Page 137-Analyze Primary Sources **Venn Diagrams** ● Andrew Jackson-Loved and Hated? **Graphic Organizers** ● Page 140- Take notes-Cause and Effect-Jacksonian Democracy **Political Cartoons** ● Andrew Jackson-Attack on the National Banks ● Andrew Jackson-King Jackson ● Andrew Jackson-To the Victor Belong the Spoil	

Accommodations and Modifications: **Students with Disabilities, English Language Learners,** **Students at Risk of Failure, Students with 504s, Gifted & Talented Students**
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats

MyWorld Interactive American History text and online
Political Cartoons- Andrew Jackson- Spoils system
King Jackson
Trail of Tears

- Use of assisted technology
  MyWorld Interactive American History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Compare and Contrast
  Sentence starters on Political Cartoons
  Note-taking Skills
- Modification of content and student products
  Unit 4 Common Assessment Project
- Testing accommodations
  Unit 4 Common Assessment
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating Political Cartoons for peer review
  Enrichment Questions
- Interest-based content
  Choice Based Political Cartoon Drawing
  Choice Based Topics for Projects
- Student-driven instruction
  Choice topics for research topics
- Real-world problems and scenarios
  Connect to current events- African-American Heritage Month (Feb),

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World American History Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications

- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 5- Reform Movements

Unit Summary: Religious, economic, political, and social reform movements dominated the early part of the 17th century in the United States culminating increased regional tensions between the North and South.

Unit Learning Targets

NJSLS Standards:

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.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
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
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.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
6.1.8.CivicsHR.3.cConstruct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *:*

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math:

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Holocaust & Amistad:

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.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
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.
6.1.8.CivicsHR.3.cConstruct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. Why was there a need to reform society in the 1800's? 2. Why was there a growing divide between the north and South? 3. How were different classes of people and minorities affected by new inventions and technology? 4. How did Isolationism affect the US relationship with other countries? 5. Why was the abolitionist movement significant? 6. Why did immigrants come to the United States? 7. How does slavery contradict American ideals?	1. The Second Great Awakening led to the emancipation of women, and the founding of many universities. Education reform was necessary for all children to attend school and the abol;itioist movement tried to end slavery in the southern states. 2. The sectional difference in the North and South's economies. 3. Women, children and minorities were not being treated equally in the United States. 4. Isolationism limited all trade with other countries and kept the US focused inward. 5. The abolitionist movement helped to free slaves in the southern states via the underground railroad and published written works. 6. Immigrants came to the US seeking a better life and economic opportunity. 7. Slavery contradicts the idea that "All men are created equal."
Students will know:	**Students will be able to:** *(Verb Bloom's Taxonomy)*
● What family life was like in urban areas. ● How the social classes in the US operated. ● How discrimination affected African Americans in the US ● How the impact of slavery affected different sections of the US. ● How slaves fought back and resisted slavery. ● How the Underground Railroad was implemented by many including Harriet Tubman.	● Explain how work changed between 1800 and 1850. ● Compare what family life was like in different regions of the country between 1800 and 1850. ● Identify the impact of the Industrial Revolution on working conditions, social classes, and daily life. ● Describe how technological change affected the economy of the North.

• What an abolitionist is. • How reforms began to grow politically and religiously. • How women began to have more opportunities in the US. • Why American painters pursued themes in early to mid-1800s. **Vocabulary:** Industrial Revolution, scarcity, urbanization, strike, trade union, famine, artisan, discrimination, Know Nothing Party, boom, cultivate, cottonocracy, slave code, cash crop, abolitionist, underground railroad, civil disobedience, Second Great Awakening, social reform, women's rights movement, Seneca Falls Convention, temperance movement, individualism	• Describe how steam power affected the Industrial Revolution. • Describe what family life was like in the cities. • Describe the impact of the Industrial revolution on working conditions and social classes. • Discuss how discrimination affected African Americans in the North. • Describe how the invention of the cotton gin affected the southern economy. • Analyze the impact of slavery on the US. • Summarize how enslaved people lived during this time. • Describe how slaves resisted • Describe how people worked to end slavery. • Discuss the opposition those people discussed • Explain how the Underground Railroad functioned. • Describe the different points of view of interested groups on abolition. • Discuss how political and religious trends sparked reform movements. • Summarize how the women's rights movement began. • Identify what effect the women's rights movement had on opportunities for women. • Identify the themes American painters pursued in the early to mid-1800s. • Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

Stage 2 Assessment Evidence

Summative Assessments:

- Reform Movements Common Assessment
- DBQ Writing: How Did the Abolition Movement Challenge Slavery in the United States?

Formative Assessments:

- Letter writing from the perspective of a slave/abolitionist - Narrative writing
- Industrial Revolution Invention Stations
- Industrial Revolution Web Quest
- Lifestyles in the North v. South

Common Benchmark Assessments: Era 5 Common Assessments

Alternative Assessments:

- Analyzing Primary Sources: Dear Harriett
- Underground Railroad WebQuest
- Railroads- Brainpop Quiz

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
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.	• Analyze the women's rights movement • Analyze equal education • Discuss how women entered the workforce • Analyze abolitionist movement • Summarize how the north was thriving in industry and the south was getting rich on the backbone of slaves. • Analyze the Missouri Compromise of 1820	*4 periods*
6.1.8.GeoSV.4.a:	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of	• Create a map that identifies territory of the US • Analyze a map for the North v. South during sectionalism.	*2 periods*

	Native Americans.		
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.	● Industrial Revolution Invention Stations (cotton gin, loom, etc.) ● Students will participate in a factory life simulation. ● Students will encounter different pay rates for men, women, children, and minorities and discuss these equality issues.	*2 periods*
6.1.8.HistoryCC.4.a:	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	● Analyze the relationships with other nations on trade and tariffs. ● Discuss American Foreign Policy known as Isolationism. ○ 1823 - President Monroe affirms the United States will avoid conflict with Europe ○ Late 1800s - Americans affirm belief in "manifest destiny" - saying it was the United States' duty to push west and conquer new land.	*2 periods*
6.1.8.HistoryCC.4.b:	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	● Analyze primary sources- Dear Harriett ● Discuss how Americans in the north have a moral obligation to end slavery ● Analyze how NJ became a rest stop or key access point along the road to freedom for slaves. ● Write a letter as an abolitionist who is fighting to free the slaves. ● Write a letter as a slave fighting for freedom ● Document Based Inquiry-Slavery and Abolition ● Summarize the divide forming between the North and South	*4 periods*
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.	● Analyze the impact of immigration and social reform movements.	*2 periods*

		• Discuss the first wave of Chinese Immigration into the US and the Chinese Exclusion Act. • Draw comparisons to immigration today.	
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.	• Write an argumentative essay on the violations of human rights on American ideals using the Missouri Compromise as a primary source.	*4 periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
<u>Topic 7: Society and Culture Before the Civil War</u> Lesson 1:The Industrial Revolution Lesson 2:Industrialization and Immigration Lesson 3:King Cotton and Life In the South Lesson 4:Abolitionism Lesson 5: Reform and Women's Rights Lesson 6: Arts and Literature	Scaffolded texts and ELL texts onlinebe
<u>Articles:</u> • Articles: Women's History Month (March) • Specific articles related to the content. **<u>IXL</u>** • Industrial and Transportation Revolution • Antebellum Reform Movements • Antebellum Immigration **<u>Wonderopolis</u>** • What was the Industrial Revolution? **<u>BrainPop</u>** • Industrial Revolution	Scaffolded online texts with text tools and features.

• Women's Suffrage ***US Presidents***- History Channel DVD • Millard Fillmore • Franklin Pierce • James Buchanan **My World Interactive: Active Journal** • Page 158- Why is culture important? • Page 159-Map skills • Page 179- An Echo Across Time-Declaration of Sentiments **Venn Diagrams** • Sectionalism-North v. South **Graphic Organizers** • Examine Primary Sources-Abolition/Anti-slavery **Political Cartoons** • Slaves for Sale- Newspaper Primary Source • Fugitive Slave Law	

Accommodations and Modifications: **Students with Disabilities, English Language Learners,** **Students at Risk of Failure, Students with 504s, Gifted & Talented Students**
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** • Use of visual and multisensory formats *MyWorld Interactive American History text and online* *Political Cartoons- Industrial Revolution- "Cheap Clothing"* • Use of assisted technology *MyWorld Interactive American History online* *FM Stereo* *Earbuds for low level readers-Snap and Read* *Brainpop Transcripts and closed captions during videos* • Use of prompts

Compare and Contrast -North v.South
Sentence starters on Political Cartoons
Note-taking Skills

- Modification of content and student products
  Common Assessment Project- Women's Reform
- Testing accommodations
  Common Assessment
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating Political Cartoons for peer review
  Enrichment Questions
- Interest-based content
  Choice Based Political Cartoon Drawing
  Choice Based Topics for Projects
- Student-driven instruction
  Choice topics for research topics
- Real-world problems and scenarios
  Connect to current events- Articles: Women's History Month (March)

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World American History Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling

- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #: Unit 6- Civil War

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
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.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA:

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Holocaust & Amistad:

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.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

Unit Essential Questions:	**Unit Enduring Understandings:**
1.When is war justified? 2.How should we handle conflict? 3.What were the causes of the Civil War? 4.What were the major military and political events of the Civil War? 5. Who were the key leaders of the Civil War? 6. What characteristics do you think great military leaders need to have? 7.Why did Southern states secede? 8.Did any state have a right to leave the Union? 9.Was Lincoln right to use military force to keep the Union intact? 10.How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North's war aims? 11. What was Lincoln's vision of the American nation as professed in the Gettysburg Address?	1.Explain why conflict arose over the issue of slavery in western territories. War can be justified if a compromise can not be met. 2. Explain how the Compromise of 1850 tried to resolve the issue of slavery. 3. Analyze the divide between the North and South and how it began to grow. The north was thriving with industry and the south was struggling on the back bone of slaves. 4. Analyze how the south seceded from the US and created their own country with its own leaders and Constitution. It was not recognized by foreign nations. 5. Discuss the key leaders needed to handle conflict in the best interests of the American people. Robert E Lee and Ulysses S Grant were leaders who had different views on our nation's growth. 6. Discuss the importance of a strong leader. 7. Analyzing the cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War as southern states began to secede . 8. Analyze the job of the President which entails keeping the union together. 9. Summarize how the South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection. The North believed that the nation was a union that could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation. The secession of Southern states triggered a long and costly war that concluded with Northern victory and resulted in the

	restoration of the Union and emancipation of the slaves. The Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a climax. The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war. 10. Analyze Lincoln's Gettysburg Address that stated the United States was one nation, not a federation of independent states. For Lincoln, the Civil War was about preserving the Union as a nation "of the people, by the people, and for the people." 11. Discuss how Lincoln believed the Civil War was fought to fulfill the promise of the Declaration of Independence and was a "Second American Revolution." He described a different vision for the United States from the one that had prevailed from the beginning of the Republic to the Civil War.
Students will know: *(Content, Noun)* ● The causes of the Civil War. ● Locations and significance of each battle of the Civil War, ● Identify key leaders of the Civil War. ● The significance of the Emancipation Proclamation and the Gettysburg Address. **<u>Vocabulary:</u>** Missouri Compromise, popular sovereignty, secede, Fugitive, civil war, Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, guerrilla warfare, Dred Scott v. Sanford, martyr, treason, arsenal, Republican party, unamendable, Battle of Bull Run, Monitor, Battle of Antietam, Emancipation Proclamation, 54th regiment, habeas corpus, inflation, income tax, siege, Battle of Gettysburg, Pickett's Charge, Appomattox Courthouse	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● Evaluate the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict ● Locate and analyze significant battles during the Civil War; ● Identifying the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass ● Analyze the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address. ● Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

Stage 2 Assessment Evidence

Summative Assessments:

- Civil War Common Assessment
- Civil War Battles Project

Formative Assessments:

- Emancipation Proclamation and Gettysburg Address CHIPPO Charts
- Causes of the Civil War Brainpop Quiz
- Civil War Brainpop Quiz
- Civil War Weapons and Technology Quiz
- Civil War Web Quest

Common Benchmark Assessments: Era 5 Common Assessments

Alternative Assessments:

- Virtual Tour of Gettysburg
- Civil War A-Z

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.	• Analyze the role of African Americans in the Civil War. (54th Massachusetts Regiment) • Compare and Contrast the North and the South through a Multi-lens Venn Diagram.	*8 periods*

6.1.8.HistoryCC5.b	Analyze critical events and battles of the Civil War from different perspectives.	• Choice Board; Choose a battle from the Civil war to report and present. • Create a chart of the major battles of the Civil War	*10 periods*
6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.	• Analyze circle graphs and bar graphs to view casualties of war	*4 periods*
6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.	• Research important women of the Civil and their roles they played in society (Clara Barton) • Listen to a Native American Pod-cast	*4 periods*
6.1.8.HistpryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life	• Compare and Contrast the Gettysburg Address and the Emancipation Proclamation. • Analyze the effects of each of these historical documents and Lincoln's Legacy today.	*4 periods*
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).	• Analyze the strategies of the north (UNION) and south (Confederate) and how location played an important factor in winning the war. • Discuss how technology played a major factor in the strategies in war (railroad, waterways, minnie bullets, photography, ironclads, etc.)	*6 periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
<u>Topic 8: Sectionalism and Civil War</u> Lesson 1: Conflicts and Compromises Lesson 2:Growing Tensions Lesson 3: Division and the Outbreak of War Lesson 4:The Course of War	Scaffolded texts and ELL texts online

Lesson 5: Emancipation and Life in Wartime Lesson 6: The War's End	
Articles ● Articles: AAPI Month (May), Jewish American Heritage Month (May) ● Specific articles related to the content. **IXL** ● Gettysburg Address: Source Analysis ● Causes of the Civil War ● Slavery in the South ● Civil War: Bull Run to the Emancipation Proclamation ● Comparing the North and the South **Wonderopolis** ● What was the Gettysburg Address? **BrainPop** ● Abraham Lincoln ● Causes of the Civil War ● Civil War ● Frederick Douglass ***US Presidents***- History Channel DVD ● Abraham Lincoln ● Andrew Johnson **My World Interactive: Active Journal** ● Page 184- When is war justified? ● Page 185- Map Skills ● Page 186- A Lincoln Website **Venn Diagrams** ● Robert E Lee v. Ulysses S Grant ● Missouri Compromise of 1820 v Missouri Compromise of 1850 **Graphic Organizers** ● Take Notes-Differences between the North and South Increases ● Practice Vocabulary-Battles of the Civil War	Scaffolded online texts with text tools and features.

<u>Political Cartoons</u> ● Storming the Castle- "Old Abe on Guard" ● An Heir to the Throne- Lincoln and Slavery ● Lincoln's Last Warning- Slavery	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats *MyWorld Interactive American History text and online* *Political Cartoons- Multi-colored list for organization* ● Use of assisted technology *MyWorld Interactive American History online* *FM Stereo* *Earbuds for low level readers-Snap and Read* *Brainpop Transcripts and closed captions during videos* ● Use of prompts *Compare and Contrast* *Sentence starters on Political Cartoons-Civil War* *Note-taking Skills* ● Modification of content and student products *Common Assessment Project* ● Testing accommodations *Common Assessment* ● Authentic assessments **Specific Strategies and Practices that Support Gifted & Talented Students:** ***Specific examples applied to the unit*** ● Adjusting the pace of lessons *Leveled Reading for Reading Comprehension* ● Higher-order thinking skills

Creating Political Cartoons for peer review
Enrichment Questions

- Interest-based content
  Choice Based Political Cartoon Drawing
  Choice Based Topics for Projects
- Student-driven instruction
  Choice topics for research topics
- Real-world problems and scenarios
  Connect to current events- Articles: AAPI Month (May), Jewish American Heritage Month (May) Specific articles related to the content.

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World American History Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 7- Reconstruction

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

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.
6.1.8.HistoryUP.5.a Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *Slavery in the South*

Unit Essential Questions:	**Unit Enduring Understandings:**
1.Where did the Reconstruction Era have its greatest effect? 2.How did Reconstruction redefine what it meant to be an American? 3.What economic, political, and social challenges faced Reconstruction governments? 4.What events led to the end of Reconstruction? 5.How were the rights of African Americans restricted in the South during Reconstruction and for decades afterward?	1.Explain why Southern states seceded from the Union following the election of 1860. 2. Describe the purpose of the Emancipation Proclamation. Discuss the immediate and long-term effects that Reconstruction had on African Americans. 3.Explain African Americans contributions to the war effort in the Union army behind Confederate lines. Summarize how Uncle Tom's Cabin affects attitudes toward slavery. Identify the role women played in the war. Summarize why the Civil War marked a turning point in American history. Describe the nation's economic, political and social problems after the Civil War 4. Explaining the assassination of Lincoln and the inauguration of a new President led to conflict. Discuss how Reconstruction redefined what it meant to be an American. 5.Summarize the goals of the Freedmen's Bureau.

	Discuss the immediate and long-term effects that Reconstruction had on African Americans.
Students will know: ● Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. ● The three "Civil War Amendments" to the Constitution were added: 13th Amendment: Slavery was abolished permanently in the United States.14th Amendment: States were prohibited from denying equal rights under the law to any American. 15th Amendment: Voting rights were guaranteed regardless of "race, color, or previous condition of servitude" (former slaves). ● The importance of the Reconstruction period. ● The "Jim Crow Era" began a long period in which African Americans in the South were denied the full rights of American citizenship. **<u>Vocabulary:</u>** Freedman, Reconstruction, amnesty, Freedmen's Bureau, Thirteenth Amendment, black codes, Radical Republicans, Fourteenth Amendment, Fifteenth Amendment, Reconstruction Act, impeach,scalawag, carpetbagger, sharecropper, Compromise of 1877, poll tax, literacy test, grandfather clause, segregation, Jim Crow laws, Plessy v.Ferguson	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● Discuss guaranteed rights and other civil rights of African Americans. ● Examine the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States ● Analyze and discuss how Reconstruction redefined what it meant to be an American. ● Summarize the social, economic, and political impact of the war on African Americans, the common soldier, and the home front. ● Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

Stage 2 Assessment Evidence

Summative Assessments:

- Reconstruction Common Assessment

- DBQ Writing: Did the 13th, 14th, and 15th Amendments Change Life for African Americans After the Civil War?

Formative Assessments:

- Students will write a Civil War Newspaper article
- Brainpop Quiz on Reconstruction
- Reading Comprehension Quizzes

Common Benchmark Assessments: Era 6 Common Assessments

Alternative Assessments:

- Reenactment and Mapping Reenact the Battle of Gettysburg outside.
  - Prior to the reenactment, have each student create a map of the battlefield using the lay of the grounds at the school.
  - Students may want to wear or create costumes to wear.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.	• Create a chart on Lincoln's Reconstruction plan and Johnson's Reconstruction plan • Analyze Congress's decision to impeach Johnson • Compare and contrast members of the Senate's view on Johnson's Reconstruction plan.	*6 periods*
6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.	• Discuss the changes made by Johnson from the Freedmen's Bureau Bill. • Analyze the treatment of African Americans in the South	*4 periods*

		• Analyze the impact on the economy of slavery ending in the South	
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.	• Choice Board; Pick one perspective of the Civil War (Lincoln, Johnson, African Americans, Native Americans, the North or the South)	*6 periods*
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	• Determine the outcome of the 13th, 14th and 15th amendments and how it affected different parts of the country. • Analyze primary source photos from the Civil War and discuss the multiple perspectives of war.	*4 periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
Topic 9: The Reconstruction Era Lesson 1: Early Reconstruction Lesson 2: Radical Reconstruction Lesson 3:Reconstruction and Southern Society Lesson 4: The Aftermath of Reconstruction	*Notes*

Articles ● LGBTQ & Pride Month ● Specific articles related to the content. **IXL** ● The End of Reconstruction and the Rise of Jim Crow ● The Jim Crow System ● Radical Reconstruction **Wonderopolis** ● What Does Juneteenth Celebrate? **BrainPop** ● Reconstruction ● Jim Crow Laws ***US Presidents***- History Channel DVD ● Abraham Lincoln ● Andrew Johnson ● Ulysses S Grant **My World Interactive: Active Journal** ● Page 210-How should we handle conflict? ● Page 211-Map Skills ● Page 212- The End of Reconstruction ● Page 215- Connect to Frederick Douglass **Venn Diagrams** ● Radical Reconstruction v. Reconstruction **Graphic Organizers** ● Debate with a Partner- Wade Davis Bill vs. Ten Percent Plan ● Draw Conclusions-New Restrictions on African American Rights **Political Cartoons** ● "The Strong Government, the Weak Government" by J.A.Wales ● Carpetbaggers	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
  MyWorld Interactive American History text and online
  Political Cartoons- The Rail splitter at Work Repairing the Union
  "Reconstruction Plan"
  "Johnson's Impeachment"
- Use of assisted technology
  MyWorld Interactive American History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Compare and Contrast -Reconstruction Plans
  Sentence starters on Political Cartoons
  Note-taking Skills
- Modification of content and student products
  Common Assessment Project- African Americans after slavery
- Testing accommodations
  Common Assessment
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating Political Cartoons for peer review
  Enrichment Questions
- Interest-based content
  Choice Based Political Cartoon Drawing
  Choice Based Topics for Projects

- Student-driven instruction
  Choice topics for research topics
- Real-world problems and scenarios
  *Connect to current events- Articles:*LGBTQ & Pride Month

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World American History Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability

- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns