

**East Newark Public School**  
**Social Studies Curriculum**  
**Grade 7**



**Equity Statement:**

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

**Philosophy:**

The East Newark Public School District strives to prepare our twenty-first century students with the historical knowledge to analyze change--they must understand that history is a key to their future. In an interdependent world, it is necessary that our students learn about the common qualities that unite people, cultures, societies and economic systems and recognize the political and cultural barriers that impede dialogue. The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world. The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society, and who have learned to work actively and cooperatively with others.

**Introduction:**

The curriculum has been developed to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the 2020 New Jersey Student Learning Standards. In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the adolescent learner to question and seek answers.

**Current Events:**

Current events are a key component of instruction and should be a regular component of every unit. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of digital media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will

understand how past experiences have influenced and continue to influence the present day.

### **Writing Across the Curriculum:**

In order for students to be successful writers, writing must take place in all content areas. Communication with the language arts teacher regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of: Outlines, Captions, Political cartoons, Summaries, Journal entries, Open-ended questions, Essays, and Research projects.

### **Best Practices:**

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

### **Amistad Commission and Holocaust Education:**

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the World Civilizations/Civics course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this seventh grade course.

### **Heritage, History, and Awareness Months:**

In efforts to celebrate, study, and respect diversity, East Newark Public School encourages social studies teachers to develop lessons, activities, or experiences related to the following Heritage, History, and Awareness Months: **Hispanic-Latino, Disabled, Native American, Black American, Women, Autistic, Asian American and Pacific Islander, and LGBTQ+ history are American history.**

<b>Month</b>	<b>Heritage, History, Awareness</b>
September	Hispanic-Latino Heritage Month (September 15- October 15) Deaf Awareness Month
October	Learning Disabilities Awareness Month
November	Native American Heritage Month
February	Black History Month
March	Women's History Month
April	Autism Awareness Month
May	Asian-American and Pacific Islander History Month
June	LGBTQ+ Pride Month

**Grade 7 Scope and Sequence:**

<b>Unit</b>	<b>Estimated Pacing</b>
Revolution and Independence	Approximately 10 weeks
A More Perfect Union (Civics)	Approximately 20 weeks
The Federalist Era	Approximately 10 weeks

Marking Period		Unit Title	Recommended Instructional Days
1		Revolution and Independence	10 weeks
<p><b>NJSLs - United States History: America in the World 6.1</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-SS within Unit</b></p>	
<i>Core Ideas:</i>	<i>Performance Expectation:</i>		
Global interconnections create complex spatial patterns at multiple scales that continue to change over time	<ul style="list-style-type: none"> <li>● <b>6.1.12.GeoGI.1.a:</b> Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).</li> </ul>		
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	<ul style="list-style-type: none"> <li>● <b>6.1.12.HistoryCC.1.a:</b> Assess the impact of the interactions and conflicts between native groups and North American settlers.</li> </ul>		
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	<ul style="list-style-type: none"> <li>● <b>6.1.12.CivicsPI.1.a:</b> Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</li> </ul>		
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> <li>● <b>6.1.8.CivicsHR.3.b:</b> Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</li> </ul>		
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> <li>● <b>6.1.8.HistoryCC.3.a:</b> Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and</li> </ul>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>3. What is power? Who should have power?</li> <li>4. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>5. What are the ethical costs of colonialism?</li> <li>6. What is freedom? Does everyone get freedom?</li> <li>7. What methods of protest create meaningful change?</li> <li>8. What causes revolution?</li> </ol>	

	<p>responses by various groups and individuals in the North American colonies led to the American Revolution.</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.8.CivicsDP.3.a:</b> 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.</li> </ul>	<p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Mapping activity of North America including the natural resources and locations of Indigenous tribes.</li> <li>● Colonial Settlement Timeline</li> <li>● Group research activity: each group researching the colonization of North America by one of the following European states: England, the Netherlands, France, Spain and Russia</li> <li>● Research the impact that colonization had on nations today such as: Canada, Brazil, South Africa, Australia, New Zealand etc.</li> <li>● Investigation of the Roanoke colony</li> <li>● Write a letter to a “pen pal” living in an English colony. Explain how some religious conflicts important in the 1600’s were eventually resolved, which conflicts are still at issue today, and current religious conflicts causing problems and possible solutions.</li> <li>● Primary source analysis of the Transatlantic Slave Trade</li> <li>● Research the consequences of the Transatlantic Slave Trade on Black Americans.</li> </ul>
<p>Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface</p>	<ul style="list-style-type: none"> <li>● <b>6.1.8.GeoSV.3.a:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a timeline of events that led to the American Revolution</li> <li>● Create a map of North American colonies before and after the French and Indian War including locations of Indigneous nations.</li> <li>● Debate: “Was the British raising taxes on colonists to help pay for the French and Indian War fair?”</li> </ul>
<p>Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.8.EconET.3.a:</b> Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</li> </ul>	<ul style="list-style-type: none"> <li>● Create political cartoons/memes in response to new taxes and laws.</li> <li>● Primary source analysis of the Boston Massacre.</li> <li>● Primary source analysis of Boston Tea Party.</li> <li>● Persuasive essay: Boston Tea Party – Patriotism or Vandalism?</li> <li>● Live-tweets from the First Continental Congress</li> </ul>
<p>Historical contexts and events shaped and continue to shape people’s perspectives.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.8.HistoryUP.3.a:</b> 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.</li> <li>● <b>6.1.8.HistoryUP.3.b:</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.</li> <li>● <b>6.1.8.HistoryUP.3.c:</b> Analyze how the terms of the Treaty of Paris affected United States relations with</li> </ul>	<ul style="list-style-type: none"> <li>● Create a public service announcement surrounding Thomas Paine’s <i>Common Sense</i>, either from the perspective of a Patriot or Loyalist.</li> <li>● Create a pamphlet similar to <i>Common Sense</i> but for our world today.</li> <li>● Primary Source Analysis of <i>Common Sense</i> by Thomas Paine</li> <li>● Hold a mock trial of King George III for abusing his rights against the American colonists.</li> <li>● Primary Source analysis of the Declaration of Independence</li> <li>● Research the roles enslaved people and women played in the American Revolution</li> <li>● DBQ Activity: “Valley Forge: Would You Have Quit?”</li> <li>● Write and deliver a victory speech from the perspective of George Washington</li> </ul>

	Native Americans and with European powers that had territories in North America from multiple perspectives.	<ul style="list-style-type: none"> <li>• Write a nonfiction or historical fiction picture book explaining the events of the Revolutionary War.</li> <li>• Create a brochure to depict the role of New Jersey during the American Revolution.</li> <li>• Using a battle map from the American Revolution, use Math to tally and analyze the amount of important battles in New Jersey (MA.8.SP.A.4)</li> <li>• Conduct in-person or virtual field trips to New Jersey museums of forts and/or battles from the American Revolution</li> <li>• Read about different perspectives of people from diverse groups during the time of the American Revolution and assign different students to create journal entries from their perspectives and present them to the class (Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</li> </ul>
Examining historical sources may answer questions but may also lead to more questions.	<ul style="list-style-type: none"> <li>• <b>6.1.8.HistorySE.3.a:</b> Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</li> </ul>	
Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.	<ul style="list-style-type: none"> <li>• <b>6.1.8.HistorySE.3.b:</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.</li> </ul>	
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> <li>• <b>6.1.8.CivicsHR.3.c:</b> Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</li> </ul>	
<b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<b>Interdisciplinary Connections: Content: NJSLS#:</b>  Reading Standards for Informational Text: <ul style="list-style-type: none"> <li>• RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>• RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>• RH6 - Assess how point of view or purpose shapes the content and style of a text.</li> <li>• RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>• RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>• RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>
Political and civil institutions impact all aspects of people's lives.	<b>6.3.8.CivicsPI.1:</b> Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> <li>• <b>6.3.8.CivicsPI.2:</b> Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</li> <li>• <b>6.3.8.CivicsPI.3:</b> Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and</li> </ul>	

	the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	<ul style="list-style-type: none"> <li>RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> </ul> <p>Writing Standards:</p> <ul style="list-style-type: none"> <li>WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.</li> <li>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</li> <li>8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.</li> </ul>
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	<ul style="list-style-type: none"> <li><b>6.3.8.CivicsPD.3:</b> Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</li> </ul>	
<b>Social Studies Practices</b>		
<ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiry</li> <li>Gathering and Evaluating Sources</li> <li>Seeking Diverse Perspectives</li> <li>Developing Claims and Using Evidence</li> <li>Presenting Arguments and Explanations</li> <li>Engaging in Civil Discourse and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul>		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Responsible Decision Making</li> <li>Social Awareness</li> <li>Relationship Skills</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Emotional Awareness</li> <li>Internal Regulation</li> <li>Behavior Control</li> <li>Goal Persuance</li> <li>Appreciating Social and Environment Diversity</li> <li>Adaptive Behavior</li> <li>Communication</li> <li>Social Engagement</li> <li>Constructive Thinking</li> <li>Consequence Evaluation</li> <li>Respect for Self and Others</li> <li>Enthusiasm</li> <li>Initiative</li> <li>Resilience</li> </ul>	



<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Participation in class discussions/debates</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● In-class assignments/activities</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>● DBQ - Students will be provided with multiple primary and secondary source documents in order to investigate and construct a DBQ response</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Unit test</li> <li>● Unit project</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● A History of the United States: Early Years textbook <ul style="list-style-type: none"> <li>○ Chapter 4, Lessons 1-2, 4</li> <li>○ Chapter 5, Lesson 4</li> <li>○ Chapter 6, Lesson 1, 4</li> <li>○ Primary Sources</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Modified/leveled readings from A History of the United States: Early Years textbook <ul style="list-style-type: none"> <li>○ Chapter 4, Lessons 1-2, 4</li> <li>○ Chapter 5, Lesson 4</li> <li>○ Chapter 6, Lesson 1, 4</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● A History of the United States: Early Years textbook (Spanish Version) <ul style="list-style-type: none"> <li>○ Chapter 4, Lessons 1-2, 4</li> <li>○ Chapter 5, Lesson 4</li> <li>○ Chapter 6, Lesson 1, 4</li> </ul> </li> <li>● Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● A History of the United States: Early Years textbook <ul style="list-style-type: none"> <li>○ Chapter 4, Lessons 1-2, 4</li> <li>○ Chapter 5, Lesson 4</li> <li>○ Chapter 6, Lesson 1, 4</li> <li>○ Primary Sources</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● SmartBoard</li> <li>● IXL</li> <li>● Teacher Online Resources</li> <li>● Newsela.com</li> <li>● Quizlet</li> <li>● Kahoot</li> <li>● Applicable educational videos</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>● Glossary</li> <li>● Map/Atlas of the World</li> </ul>			

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>Jigsaws</li> <li>Think-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>Utilize visual supports and graphic organizers</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>Modeling or independent student-led research</li> <li>Use of higher leveled text and/or writing assignments</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> Career Awareness and Planning	
	<b>Core Ideas:</b>	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. •</li> <li>9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>
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Marking Period	Unit Title	Recommended Instructional Days
2-3	A More Perfect Union (Civics)	20 weeks
<b>NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<b><u>Essential Question/s:</u></b> <ol style="list-style-type: none"> <li>1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>3. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>4. In what ways did the processes of trial and error, debate, and compromise contribute to our current structure of government?</li> <li>5. Can our modern form of government exist without a collaborative effort between government officials and the citizens they represent?</li> <li>6. Why do people form governments?</li> <li>7. How do new ideas change the way people live?</li> <li>8. How do governments change?</li> <li>9. When should people stand up for their rights?</li> <li>10. What are basic human rights?</li> <li>11. What makes an effective government?</li> <li>12. What makes a good president?</li> </ol> <b><u>Activity Description:</u></b> <ul style="list-style-type: none"> <li>● Create GoogleSlides or other forms of presentation employing and citing evidence from direct quotes to analyze the Declaration of</li> </ul>
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> <li>● <b>6.1.8.CivicsPI.3.a:</b> 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.</li> <li>● <b>6.1.8.CivicsPI.3.b:</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.</li> <li>● <b>6.1.8.CivicsPI.3.c:</b> Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</li> </ul>	
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> <li>● <b>6.1.8.CivicsPI.3.d:</b> Use data and other evidence to determine the extent to which demographics influenced the</li> </ul>	

	debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.	<p>Independence – why was it written? What were the grievances of the colonists? What are they asking for?</p> <ul style="list-style-type: none"> <li>Extended response citing direct evidence why the Declaration of Independence was written</li> <li>Writing assignment evaluating early presidents citing evidence of their actions and goals of the Founding Fathers using quotes</li> <li>Debate evaluating early presidents citing evidence of their actions and goals of the Founding Fathers based on both primary and secondary sources</li> <li>Have students identify Enlightenment ideas in the United States Constitution</li> <li>Simulation of the Constitutional Convention</li> <li>Write a journal entry as a delegate to the Constitutional Convention - describe the strengths and weaknesses of the Articles of the Confederation and evaluate the challenges delegates faced</li> <li>Primary Source analysis of Thomas Jefferson’s thoughts on Shays’ Rebellions</li> <li>Primary source analysis of the Preamble to the Constitution</li> <li>Create a poster or political cartoon supporting or opposing the Constitution</li> <li>Venn diagram of the federal powers under the Articles of Confederation and the Constitution (Laura Wooten Law)</li> <li>Extended response comparing and contrasting which government was more effective</li> <li>Graphic organizer demonstrating how weaknesses of the Articles of Confederation influenced the government established by the Constitution</li> <li>Discussion on “who the Constitution was designed to protect at the time? How has that changed over time?”</li> <li>Graphic organizer stating the powers and responsibilities of citizens, political parties, interest groups, and the media (Laura Wooten Law)</li> <li>Discussion or debate based on powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. (Laura Wooten Law)</li> <li>Have students define what a “more perfect union” means to them</li> <li>Graphic organizer for the three branches of government</li> <li>Create a board game for the lawmaking process including checks and balances</li> <li>Venn diagram comparing and contrasting the New Jersey and Virginia plans</li> </ul>
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	<ul style="list-style-type: none"> <li><b>6.1.8.CivicsPD.3.a:</b> Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</li> </ul>	
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> <li><b>6.1.8.CivicsDP.3.a:</b> 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.</li> </ul>	
Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> <li><b>6.1.8.EconET.3.a:</b> Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</li> </ul>	
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> <li><b>6.1.8.CivicsHR.3.b:</b> Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</li> <li><b>6.1.8.CivicsHR.3.c:</b> Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</li> </ul>	
Examining historical sources may answer questions but may also lead to more questions.	<ul style="list-style-type: none"> <li><b>6.1.8.HistorySE.3.a:</b> Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</li> </ul>	
<b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> <li><b>6.3.8.CivicsPI.1:</b> Evaluate, take, and defend a position on why government is</li> </ul>	

	necessary, and the purposes government should serve.	
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsPI.2:</b> Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze map of population of post-American Revolution United States</li> <li>● Analyze quotes from the Founding Fathers (particularly The Federalist Papers) demonstrating how compromise was essential to the creation of the Bill of Rights. (Laura Wooten Law)</li> <li>● Extended response where students cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.(Laura Wooten Law)</li> <li>● Simulation of a presidential election and electoral college</li> <li>● Current events- have students bring in a news article on a government topic and have them summarize the level and branches of government that are involved in that arcle. Students can predict the outcome.</li> <li>● Writing prompt - How would the country be different if citizens and government did not uphold their specific responsibilities?</li> <li>● Read journal entries and other sources from women, Native Americans, and black Americans to determine how they viewed their rights in relation to “life, liberty, and the pursuit of happiness” - Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</li> <li>● Gender roles in the American Revolution lesson - LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 (<a href="https://drive.google.com/file/d/1ZShAcoEAOYzM1AbZqiP-i7BO6q_-2ur/view">https://drive.google.com/file/d/1ZShAcoEAOYzM1AbZqiP-i7BO6q_-2ur/view</a>)</li> <li>● Use a variety of primary sources (pictures, journals, maps, etc...) to show how slavery impacted both individual enslaved people, black Americans in general, and the South’s economy - Amistad Law: N.J.S.A. 18A 52:16A-88</li> <li>● Create political cartoons demonstrating how slavery contradicted the ideals of the United States</li> <li>● DBQ on how slavery violated human rights and contradicted American ideals - Amistad Law: N.J.S.A. 18A 52:16A-88</li> </ul> <p><b>Interdisciplinary Connections: Content: NJSL#:</b></p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>● RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> </ul>
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsPR.1:</b> Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies</li> <li>● <b>6.3.8.CivicsPR.2:</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.</li> <li>● <b>6.3.8.CivicsPR.3:</b> Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</li> <li>● <b>6.3.8.CivicsPI.4:</b> Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</li> </ul>	
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsPD.1:</b> Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</li> <li>● <b>6.3.8.CivicsPD.2:</b> Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</li> </ul>	
Members of society have the obligation to become informed of the facts regarding public issues and to engage	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsPD.3:</b> Construct a claim as to why it is important for democracy that individuals are informed by facts,</li> </ul>	

<p>in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>aware of diverse viewpoints, and willing to take action on public issues.</p>	<ul style="list-style-type: none"> <li>● RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>● RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> </ul>
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsDP.1:</b> Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</li> <li>● <b>6.3.8.CivicsDP.2:</b> Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</li> <li>● <b>6.3.8.CivicsDP.3:</b> Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</li> </ul>	<ul style="list-style-type: none"> <li>● RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>● RH6 - Assess how point of view or purpose shapes the content and style of a text.</li> <li>● RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>● RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>● RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>● RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> </ul>
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsPR.1:</b> Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</li> <li>● <b>6.3.8.CivicsPR.2:</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.</li> <li>● <b>6.3.8.CivicsPR.3:</b> Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</li> <li>● <b>6.3.8.CivicsPR.4:</b> Use evidence and quantitative data to propose or defend a public policy related to climate change.</li> <li>● <b>6.3.8.CivicsPR.5:</b> Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting</li> </ul>	<p>Writing Standards:</p> <ul style="list-style-type: none"> <li>● WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.</li> <li>● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</li> <li>● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.</li> </ul>

	<p>points of view are addressed in a democratic society.</p> <ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsPR.6:</b> Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</li> <li>● <b>6.3.8.CivicsPR.7:</b> Compare how ideas become laws at the local, state, and national level.</li> </ul>	
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsHR.1:</b> Construct an argument as to the source of human rights and how they are best protected.</li> </ul>	
<b>Social Studies Practices</b>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> </ul>	

	<ul style="list-style-type: none"> <li>● Initiative</li> <li>● Resilience</li> </ul>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Participation in class discussions/debates</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● In-class assignments/activities</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● DBQ - Students will be provided with multiple primary and secondary source documents in order to investigate and construct a DBQ response</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit test</li> <li>● Unit project</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>● A History of the United States: Early Years textbook <ul style="list-style-type: none"> <li>○ Chapter 7, Lessons 1-3</li> <li>○ Chapter 8, Lessons 1-2</li> <li>○ Primary Sources</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Modified/leveled readings from A History of the United States: Early Years textbook <ul style="list-style-type: none"> <li>○ Chapter 7, Lessons 1-3</li> <li>○ Chapter 8, Lessons 1-2</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● A History of the United States: Early Years textbook (Spanish version) <ul style="list-style-type: none"> <li>○ Chapter 7, Lessons 1-3</li> <li>○ Chapter 8, Lessons 1-2</li> </ul> </li> <li>● Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● A History of the United States: Early Years textbook <ul style="list-style-type: none"> <li>○ Chapter 7, Lessons 1-3</li> <li>○ Chapter 8, Lessons 1-2</li> <li>○ Primary Sources</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>
<p align="center"><b>Supplemental Resources</b></p>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● SmartBoard</li> <li>● IXL</li> <li>● Teacher Online Resources</li> <li>● Newsela.com</li> <li>● Quizlet</li> <li>● Kahoot</li> <li>● Applicable educational videos</li> <li>● Amistad and Slave Trade <a href="#">lesson plan</a> - includes Art/Art History component</li> </ul> <p><b>Other:</b></p>			



- Glossary
- Map/Atlas of the World

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>• Jigsaws</li> <li>• Think-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize visual supports and graphic organizers</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Modeling or independent student-led research</li> <li>• Use of higher leveled text and/or writing assignments</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> Career Awareness and Planning	
	<b>Core Ideas:</b>	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>• 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. •</li> <li>• 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>• Act as a responsible and contributing community members and employee.</li> <li>• Attend to financial well-being.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>
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Marking Period	Unit Title	Recommended Instructional Days
4	The Federalist Era	10 weeks
<b>NJSLS - United States History: America in the World 6.1</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<p><b><u>Essential Question/s:</u></b></p> <ol style="list-style-type: none"> <li>1. What are the characteristics of a leader?</li> <li>2. Why does conflict develop?</li> <li>3. How do governments change?</li> <li>4. What responsibilities to citizens have in government?</li> <li>5. Where the ideals found in the Declaration of Independence fulfilled for all citizens?</li> <li>6. How did the new nation deal with economic issues? Was it effective?</li> <li>7. How were civil liberties impacted by acts of government?</li> <li>8. What are the challenges and benefits of national identities?</li> </ol> <p><b><u>Activity Description:</u></b></p> <ul style="list-style-type: none"> <li>● Debate from the perspective of a Federalists and Anti-federalist on the ratification of the United States Constitution</li> <li>● Venn diagram of Federalist and Anti-Federalist point of views</li> <li>● Reading about federalism and graphic organizer illustrating the powers the federal and state governments share and exclusively have</li> </ul>
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> <li>● <b>6.1.8.CivicsPI.3.a:</b> 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.</li> <li>● <b>6.1.8.CivicsPI.3.b:</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.</li> <li>● <b>6.1.8.CivicsPI.3.c:</b> Distinguish the powers and responsibilities of</li> </ul>	

	citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	<ul style="list-style-type: none"> <li>• Timeline of how the ratification of the Constitution created a two-party system.</li> <li>• Present students with scenarios and have them determine if the Bill of Rights is being infringed upon</li> <li>• Create charts listing all of the Amendments and important information about each one</li> <li>• Analyze the impact of amendments to the Constitution</li> <li>• iCivics games with reflection questions/discussion: Branches of Power, Do I Have the Right?, Executive Command, LawCraft, Race to Ratify, Win the White House</li> <li>• Read the Alien and Sedition Acts and compare and contrast it with the Bill of Rights, specifically the First Amendment</li> <li>• Compare the Alien and Sedition Acts to the Patriot Act by creating posters containing arguments supporting and opposing each act</li> </ul> <p><b>Interdisciplinary Connections: Content: NJLS#:</b></p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>• RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>• RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>• RH6 - Assess how point of view or purpose shapes the content and style of a text.</li> <li>• RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> </ul> <p>Writing Standards:</p> <ul style="list-style-type: none"> <li>• WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</li> </ul>
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> <li>• <b>6.1.8.CivicsDP.3.a:</b> 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.</li> </ul>	
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> <li>• <b>6.1.8.CivicsHR.3.a:</b> Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</li> </ul>	
Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> <li>• <b>6.1.8.EconET.3.a:</b> Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</li> </ul>	
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> <li>• <b>6.1.8.EconET.4.a:</b> 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.</li> </ul>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> <li>• <b>6.3.8.CivicsPI.1:</b> Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</li> </ul>	

<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsPI.2:</b> Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</li> </ul>	<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.</li> <li>● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</li> <li>● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.</li> </ul>
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsPR.1:</b> Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</li> <li>● <b>6.3.8.CivicsPR.2:</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.</li> <li>● <b>6.3.8.CivicsPR.3:</b> Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</li> </ul>	
<p><b>Social Studies Practices</b></p>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> </ul>	

<ul style="list-style-type: none"> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Participation in class discussions/debates</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● In-class assignments/activities</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● DBQ - Students will be provided with multiple primary and secondary source documents in order to investigate and construct a DBQ response</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit test</li> <li>● Unit project</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>● A History of the United States: Early Years textbook <ul style="list-style-type: none"> <li>○ Chapter 9, Lessons 1-3</li> <li>○ Primary Sources</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Modified/leveled readings from A History of the United States: Early Years textbook <ul style="list-style-type: none"> <li>○ Chapter 9, Lessons 1-3</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● A History of the United States: Early Years textbook (Spanish Version) <ul style="list-style-type: none"> <li>○ Chapter 9, Lessons 1-3</li> </ul> </li> <li>● Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● A History of the United States: Early Years textbook <ul style="list-style-type: none"> <li>○ Chapter 9, Lessons 1-3</li> <li>○ Primary Sources</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>
<p align="center"><b>Supplemental Resources</b></p>			

**Technology:**

- Chromebooks
- SmartBoard
- IXL
- Teacher Online Resources
- iCivics.org
- Newsela.com
- Quizlet
- Kahoot
- Applicable educational videos

**Other:**

- Glossary
- Map/Atlas of the World

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Jigsaws</li> <li>● Think-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Use prompts and model directions</li> <li>● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize visual supports and graphic organizers</li> <li>● Use prompts and model directions</li> <li>● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>● Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student-led research</li> <li>● Use of higher leveled text and/or writing assignments</li> </ul>

**Disciplinary Concept:** Career Awareness and Planning

**Core Ideas:**

The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>		of being a good citizen
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>● 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. •</li> <li>● 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	x	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>