

**East Newark Public School**  
**Social Studies Curriculum**  
**Grade 8**



**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 eighth 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.**

Month	Heritage, History, Awareness
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 8 Scope and Sequence:**

Unit	Estimated Pacing
The Jefferson Era, Growth and Expansion	Approximately 5 weeks
The Jackson Era and Manifest Destiny	Approximately 5 weeks
The Spirit of Reform - Society and Culture Before the Civil War	Approximately 7 weeks
Sectionalism and The Civil War	Approximately 12 weeks
The Reconstruction Era	Approximately 6 weeks

Marking Period	Unit Title	Recommended Instructional Days
1	The Jefferson Era, Growth and Expansion	5 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>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
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> </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 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>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. How do governments change?</li> <li>2. How does geography influence the way people live?</li> <li>3. Why does conflict develop?</li> <li>4. What effect did the government have on civil liberties?</li> <li>5. Was the new nation effective in meeting economic challenges?</li> <li>6. How did slavery contradict American ideals?</li> <li>7. What impact did new technology have on transportation and the economy?</li> <li>8. What change did the Industrial Revolution bring?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast the election of 1800 with modern elections.</li> <li>● Timeline changes to the Constitution and growth of power (i.e. National Bank, Marbury v Madison) .(Laura Wooten Law)</li> <li>● Locate the Louisiana Purchase on a map and discuss the importance of the purchase.</li> <li>● Create an annotated map or meline that documents the progression of land acquisition in the United States between 1803 and 1845.</li> <li>● Analyze primary sources to learn more about the Lewis and Clark expedition.</li> <li>● Identify points of view about the Louisiana Purchase, Native American rights, and the War of 1812.</li> <li>● Create a Google Slides presentation to describe and analyze the events of the War of 1812.</li> <li>● Taking knowledge of events and experiences, students will re-write their own version of the Star Spangled Banner.</li> </ul>		

<p>Social and political systems have protected and denied human rights (to varying degrees) throughout time.</p>	<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>	<ul style="list-style-type: none"> <li>● Writing prompt - discuss why industrial growth began in New England and draw conclusions about how the growth of factories contributed to the Industrial Revolution.</li> <li>● Create a chart to compare agriculture in the different regions of the country. Analyze how cotton farming affected slavery.</li> <li>● Create an advertisement for a new mode of transportation during the Industrial Revolution.</li> <li>● Analyze and evaluate the consequences of landmark Supreme Court decisions.</li> <li>● Writing prompt - summarize the Missouri Compromise.</li> </ul>
<p>A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.8.EconNE.4.a:</b> Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</li> </ul>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		<p><b>Interdisciplinary Connections: Content: NJSLS#:</b></p>
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></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 sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul> <p>Technology:</p>
<p>Political and civil institutions impact all aspects of people’s lives.</p>	<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>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> </ul>	

	<ul style="list-style-type: none"> <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>	
<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 Pursuance</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><u>Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Participation in class discussions/debates</li> <li>● Exit tickets</li> <li>● Quizzes</li> </ul>		<b><u>Benchmarks:</u></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>

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

<ul style="list-style-type: none"> <li>In-class assignments/activities</li> </ul>		<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Unit test</li> <li>Unit project</li> </ul>	
<p><b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></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 10, Lessons 1-4</li> <li>Chapter 11, 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 10, Lessons 1-4</li> <li>Chapter 11, 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 10, Lessons 1-4</li> <li>Chapter 11, 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 10, Lessons 1-4</li> <li>Chapter 11, Lessons 1-3</li> <li>Primary Sources</li> </ul> </li> <li>Teacher created reading guides and presentations</li> </ul>
<p><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>iCivics.org</li> <li>Quizlet</li> <li>Kahoot</li> <li>Applicable educational videos</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Glossary</li> <li>Map/Atlas of the World</li> </ul>			
<p><b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></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</b></p>



<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>
---	--	--	---

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b> Career Awareness and Planning</p>	
	<p><i>Core Ideas:</i></p>	<p>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</p>
	<p><i>Performance Expectation/s:</i></p>	<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>
	<p align="center"><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<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>	

Marking Period	Unit Title	Recommended Instructional Days
1	The Jackson Era and Manifest Destiny	5 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>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
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>	
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.4.a:</b> Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.</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>	<b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>1. How did changes in suffrage affect political parties and elections?</li> <li>2. How did Andrew Jackson impact the country?</li> <li>3. What impact did the Indian Removal Act have on indigenous and white American populations?</li> <li>4. How did Manifest Destiny contribute to American expansion?</li> <li>5. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>6. How did America's relationship with other nations change and evolve?</li> <li>7. 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>8. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ol> <b>Activity Description:</b> <ul style="list-style-type: none"> <li>● Complete a DBQ using primary and secondary sources about Jackson's president.</li> </ul>
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> <li>● <b>6.1.8.HistoryCC.4.a:</b> Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</li> <li>● <b>6.1.8.HistoryCC.4.c:</b> Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</li> <li>● <b>6.1.8.HistoryCC.4.d:</b> Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</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.4.a:</b> Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.</li> </ul>	<ul style="list-style-type: none"> <li>● Mock debate – States' rights and the Nullification Crisis</li> <li>● Have students annotate a map of the United States and identify geographical and social details.</li> <li>● Compare the position of those who supported states' rights to those who wanted a stronger federal government.</li> <li>● Journal writing from perspective of plantation slave or relocated Native American</li> <li>● Conduct research about the indigenous tribes who were impacted by the Indian Removal Act and the Trail of Tears. Present research to the class.</li> <li>● Have students examine pictures and videos from and about the Holocaust and the Trail of Tears and discuss their similarities and differences and how to prevent tragedies like these from occurring again (Holocaust Law: N.J.S.A. 18A:35-28)</li> <li>● Use a graphic organizer to identify causes and consequences of the Mexican-American War.</li> <li>● Evaluate the role of campaign tactics in elections of the early nineteenth century.</li> <li>● Writing prompt - Analyze the conflict over tariffs as it relates to sectional divisions.</li> <li>● Writing prompt - Describe the Seminoles' response to removal and how it differed from the responses of other Native American people of the time.</li> <li>● Explain Jackson's objections to the Bank of the United States.</li> <li>● Create a flyer to explain the concept of and justifications for Manifest Destiny.</li> <li>● Using the American Experience website, students will identify and analyze the following: How were the Chinese perceived in the West during the Gold Rush? What were the advantages for the Chinese during the Gold Rush? What were the lasting effects on the culture of the West?</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>
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<p><b>Core Ideas:</b></p>	<p><b>Performance Expectation:</b></p>	
<p>Political and civil institutions impact all aspects of people's lives.</p>	<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>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>The United States system of government is designed to realize the</p>	<ul style="list-style-type: none"> <li>● <b>6.3.8.CivicsDP.1:</b> Identify an issue of inequality, develop multiple</li> </ul>	

<p>ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>solutions, and communicate the best one to an appropriate government body.</p> <ul style="list-style-type: none"> <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>● 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 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><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> <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>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><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><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 12, Lessons 1-3</li> <li>○ Chapter 13, Lessons 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 12, Lessons 1-3</li> <li>○ Chapter 13, Lessons 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 12, Lessons 1-3</li> <li>○ Chapter 13, Lessons 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 12, Lessons 1-3</li> <li>○ Chapter 13, Lessons 1-4</li> <li>○ Primary Sources</li> </ul> </li> <li>● Teacher created reading guides and presentations</li> </ul>
<p><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>● <a href="https://www.pbs.org/wgbh/americanexperience/features/goldrush-chinese-immigrants/">https://www.pbs.org/wgbh/americanexperience/features/goldrush-chinese-immigrants/</a></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Glossary</li> <li>● Map/Atlas of the World</li> </ul>			
<p><b>Differentiated Student Access to Content: Recommended Strategies &amp; Techniques</b></p>			

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> <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>		

Marking Period	Unit Title	Recommended Instructional Days
2	The Spirit of Reform - Society and Culture Before the Civil War	7 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>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
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.4.a:</b> Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</li> </ul>	
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> <li>● <b>6.1.8.HistoryCC.4.b:</b> Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</li> </ul>	
A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources	<ul style="list-style-type: none"> <li>● <b>6.1.8.EconNE.4.a:</b> Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</li> <li>● <b>6.1.8.EconNE.4.b:</b> Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.</li> </ul>	<b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>1. How did the invention of the cotton gin impact slavery and the economy?</li> <li>2. What were the lives of enslaved Black Americans like?</li> <li>3. How did enslaved Black people resist their enslavement?</li> <li>4. How did free Black Americans and other Americans work to end slavery?</li> <li>5. What effect did the women’s right movement have on opportunities for women?</li> <li>6. What themes did American painters and writers pursue in the early to mid-1800s?</li> <li>7. How does technology change the way people live?</li> </ol>
Historical events may have single, multiple, direct and indirect causes and effects.	<ul style="list-style-type: none"> <li>● <b>6.1.8.HistoryCC.5.a:</b> Prioritize the causes and events that led to the Civil War from different perspectives.</li> </ul>	
<b>Activity Description:</b>		

<b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>	
<i>Core Ideas:</i>	<i>Performance Expectation:</i>
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>
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>
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.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>
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>6.3.8.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.3:</b> Use historical case studies and current events to explain why due process is essential for the</li> </ul>

- Create an annotated timeline, identifying changes in the workplace over time.
- Use a graphic organizer to track the impact of the Industrial Revolution on different areas of life.
- Analyze and discuss the treatment of Black Americans and immigrants.
- Stations around the room with different primary and secondary sources about the push and pull factors for immigration and the deiscrimination new groups faced, including Asian-Americans (AAPI mandate)
- Class discussion: Explain the motivation behind the invention of the cotton gin and encourage students to infer the impact, then react to the actual consequences.
- Research organized and unorganized instances of rebellion against enslavement (i.e. Henry “Box” Brown, Nat Turner, Gabriel Prosser, Denmark Vesey).
- Read and analyze “Ain’t I a Woman?” by Sojourner Truth.
- Using the online textbook, View Interactive Gallery, “Painting America” and analyze the paintings.
- Writing prompt - Discuss how discrimination impacted Black Americans and immigrants differently in the North.
- Writing prompt - Identify what effect the women’s rights movement had on opportunities for women.
- Writing prompt - What was New Jerseys role in the Underground Railroad?
- Participate in the virtual field trip of the Underground Railroad museum, answering questions along the way (Amistad Law: N.J.S.A. 18A 52:16A-88)
- Investigate the history of the LGTBQIA Movement and the reforms that were achieved. Create a timeline of the reforms to anti-LGTBQIA policy and the expansion of rights.
- Graphic organizer of stations around the room regarding education reform education, women’s rights, slavery, and other issues during the Antebellum period, with student putting information into a graphic organizer highlight perspectives of those for and against (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)

**Interdisciplinary Connections: Content: NJSLS#:**

- Reading Standards for Informational Text:
- RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite



	protection of individual rights and maintenance of limited government.		
<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: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</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>	

- specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - 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.
  - 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.
  - RH6 - Assess how point of view or purpose shapes the content and style of a text.
  - RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- Writing Standards:
- 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.

- Technology:
- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
  - 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
  - 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

		<ul style="list-style-type: none"> <li>• Unit test</li> <li>• Unit project</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></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 14, Lessons 1-4</li> <li>○ Chapter 15, 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 14, Lessons 1-4</li> <li>○ Chapter 15, 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 14, Lessons 1-4</li> <li>○ Chapter 15, 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 14, Lessons 1-4</li> <li>○ Chapter 15, Lessons 1-3</li> <li>○ Primary Sources</li> </ul> </li> <li>• Teacher created reading guides and presentations</li> </ul>
<b>Supplemental Resources</b>			
<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>• <a href="https://www.glsen.org/activity/lgbtq-history-timeline-lesson">https://www.glsen.org/activity/lgbtq-history-timeline-lesson</a></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Map/Atlas of the World</li> <li>• “Ain’t I a Woman?” by Sojourner Truth</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></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</b>
<ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize visual supports and graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and</li> </ul>

<p>choose how to approach a problem or assignment.</p> <ul style="list-style-type: none"> <li>● Jigsaws</li> <li>● Think-Pair-Share</li> </ul>	<p>students to create digital multimedia to showcase knowledge.</p> <ul style="list-style-type: none"> <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>● 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>	<p>encourage independent studies or investigations.</p> <ul style="list-style-type: none"> <li>● Modeling or independent student-led research</li> <li>● Use of higher leveled text and/or writing assignments</li> </ul>
<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b> Career Awareness and Planning</p>		
	<p><i>Core Ideas:</i></p>	<p>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</p>	
	<p><i>Performance Expectation/s:</i></p>	<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>	
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>		
	<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>		

Marking Period	Unit Title	Recommended Instructional Days
3-4	Sectionalism and the Civil War	12 weeks
<p align="center"><b>NJSLS - United States History: America in the World 6.1</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		<p align="center"><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b></p>
<p>Historical events may have single, multiple, direct and indirect causes and effects.</p>	<ul style="list-style-type: none"> <li><b>6.1.8.HistoryCC.5.a:</b> Prioritize the causes and events that led to the Civil War from different perspectives.</li> <li><b>6.1.8.HistoryCC.5.b:</b> Analyze critical events and battles of the Civil War from different perspectives.</li> <li><b>6.1.8.HistoryCC.5.c:</b> Assess the human and material costs of the Civil War in the North and South.</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.5.a:</b> Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</li> <li><b>6.1.8.HistoryUP.5.b:</b> Examine the roles of women, African Americans, and Native Americans in the Civil War.</li> <li><b>6.1.8.HistoryUP.5.c:</b> Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</li> </ul>	

<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.8.HistoryCC.5.d:</b> 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).</li> <li>● <b>6.1.8.HistoryCC.5.e:</b> Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</li> <li>● <b>6.1.8.HistoryCC.5.f:</b> Analyze the economic impact of Reconstruction on the South from different perspectives.</li> <li>● <b>6.1.8.HistoryCC.5.g:</b> Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.</li> </ul>	<p>growth of the nation? What is the role of compromise in the growth of the nation?</p> <ul style="list-style-type: none"> <li>● Using the online textbook, View Interactive Gallery, review excerpts of Uncle Tom’s Cabin, and discuss its impacts.</li> <li>● Using the online textbook, View Interactive Gallery, view the Dred Scott Case.</li> <li>● Analyze political cartoons about the early stages of the Republican Party.</li> <li>● Research the motives and actions of John Brown.</li> <li>● Analyze “Choosing Sides” map (textbook, p. 507).</li> <li>● Class discussion: What did the Emancipation Proclamation accomplish?</li> <li>● Read about battles of the Civil War.</li> <li>● Summarize why the Civil War marked a turning point in American history.</li> <li>● Explain Black Americans’ contributions to the war effort in the Union army and behind Confederate lines.</li> <li>● Create a GoogleSlides Presentation to explain the events preceding the Civil War.</li> <li>● Timeline the major events of the Civil War and write what the North and South thought of each</li> <li>● Writing prompt - Describe the strengths and weaknesses of the North and South as the war began.</li> <li>● Assign students the task of creating a journal from the perspective of different people, including women, LGBT soldiers, African Americans and Native Americans during the Civil War (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)</li> <li>● Assign students read different articles about different groups of people and their experiences during the Civil War and share with each other and their group up and share with people who did not read the same article to explain the perspective of the people they read about (Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</li> <li>● Have students read the Emancipation Proclamation and Gettysburg Address and lead discussion analyzing their impact</li> <li>● Reading passage and questions about Emancipation Proclamation and Gettysburg Address their impact</li> <li>● Stations about why the Union won the Civil War</li> <li>● Graphic organizer about the strength and weaknesses of the North and South, concluding with constructed response why the Union won.</li> </ul> <p><b>Interdisciplinary Connections: Content: NJLS#:</b></p>
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	
<p>Political and civil institutions impact all aspects of people’s lives.</p>	<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>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.</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</li> </ul>	

	<p>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.</p> <ul style="list-style-type: none"> <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>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>● RH1- Cite specific textual evidence to support analysis of primary and secondary sources</li> <li>● RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>● RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.</li> <li>● RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>● RH9- Analyze the relationship between a primary and secondary source on the same topic.</li> </ul> <p>Writing Standards:</p> <ul style="list-style-type: none"> <li>● WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>● WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</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>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.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>	
<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: Competencies</b></p>	<p><b>Social and Emotional Learning: Sub-Competencies</b></p>	
<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> </ul>	

	<ul style="list-style-type: none"> <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</b> <i>IEP/504/At-Risk/ESL</i>	<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 16, Lessons 1-3</li> <li>○ Chapter 17, Lessons 1-5</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 16, Lessons 1-3</li> <li>○ Chapter 17, Lessons 1-5</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 16, Lessons 1-3</li> <li>○ Chapter 17, Lessons 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 16, Lessons 1-3</li> <li>○ Chapter 17, Lessons 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> </ul>			

- 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>

<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> <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>
--	---

Marking Period	Unit Title	Recommended Instructional Days
4	The Reconstruction Era	6 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>	<b>Essential Question/s:</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 our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>4. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> <li>5. What economic, political, and social problems did the United States face after the Civil War?</li> </ol>
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	<ul style="list-style-type: none"> <li>● <b>6.1.12.CivicsDP.4.a:</b> Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.</li> <li>● <b>6.1.12.CivicsDP.4.b:</b> Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).</li> </ul>	

<p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.12.CivicsPR.4.a:</b> Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</li> </ul>	<p>6. How did the assassination of Lincoln impact the success Reconstruction?</p> <p>7. What economic, political, and social challenges did Reconstruction governments face?</p> <p>8. How did different populations of white Americans (ie.northerners, southerners, conservatives, radicals, etc.) respond to the efforts of Reconstruction?</p> <p>9. How did life change for Black Americans during and after the Reconstruction Era?</p> <p>10. How did Reconstruction redefine what it meant to be an American?</p>
<p>Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics</p>	<ul style="list-style-type: none"> <li>● <b>6.1.12.GeoSV.4.a:</b> Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.</li> </ul>	<p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Student groups develop their own plans for Reconstruction.</li> <li>● Triple Venn Diagram about the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South</li> </ul>
<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.12.GeoPP.4.a:</b> Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.</li> </ul>	<ul style="list-style-type: none"> <li>● Break class into three groups, each exploring how different approaches towards Reconstruction from Congress, Lincoln, and Johnson, then compare and contrast as a class</li> </ul>
<p>Resources impact what is produced and employment opportunities.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.12.EconET.4.a:</b> Assess the role that economics played in enabling the North and South to wage war.</li> </ul>	<ul style="list-style-type: none"> <li>● Read about the financial impact of Reconstruction and analyze how different groups would view it differently</li> <li>● Debate if African Americans were free during Reconstruction.</li> </ul>
<p>There are multiple and complex causes and effects of events from the past.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.12.HistoryCC.4.a:</b> Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.</li> </ul>	<ul style="list-style-type: none"> <li>● Writing prompt - Describe how Reconstruction affected national politics and governments in the South.</li> <li>● Create a GoogleSlides Presentation to summarize the ways Reconstruction was resisted. Explain the events that led to the end of Reconstruction.</li> </ul>
<p>To better understand the historical perspective, one must consider historical context.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.12.HistoryUP.4.a:</b> Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Like a Historian: “Radical Reconstruction”</li> <li>● DBQ Activity- “North or South- Who Killed Reconstruction?”</li> <li>● Students will read and analyze an informational text on the environmental history during the American Civil War and Reconstruction Era and will then answer critical thinking and text-dependent questions.</li> </ul>
<p>Complex interacting factors influence people’s perspective.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.12.HistoryUP.4.b:</b> Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>● Writing- Have students locate and read a copy of Abraham Lincoln’s second inaugural address. Have each student write a short summary of the speech, including a short explanation of Lincoln’s views on Reconstruction. Discuss with students their interpretations of Lincoln’s ideas.</li> <li>● Create an annotated timeline from the end of the Civil War to the end of Reconstruction, highlighting key events.</li> </ul>
<p>Understanding the interrelated patterns of change by examining multiple events</p>	<ul style="list-style-type: none"> <li>● <b>6.1.12.HistoryCC.4.b:</b> Compare and contrast the impact of the American Civil War with the impact of a past or</li> </ul>	<ul style="list-style-type: none"> <li>● Write a diary as an American reacting to the assassination of President Lincoln, detailing the government and social reactions.</li> </ul>

allows for a clearer understanding of the significance of individuals and groups.	current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.	<ul style="list-style-type: none"> <li>● Use graphic organizers (online, on paper, or otherwise interactive) to identify the challenges versus the goals of Reconstruction.</li> <li>● Engage in class discussion regarding the role of anti-Blackness in the resistance of Reconstruction, specifically the formation of domestic terrorist groups like the Ku Klux Klan.</li> <li>● Conduct interviews asking people to define what it means to be “American” and compare responses to the shift in American identity post-Reconstruction.</li> <li>● Writing prompt - Discuss how Reconstruction redefined what it meant to be an American.</li> <li>● Describe how Congress reacted to the passage of Black Codes.</li> <li>● Discuss the changes in life for Black Americans before, during, and after Reconstruction.</li> </ul>
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> <li>● <b>6.1.12.HistoryCA.4.c:</b> Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.</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 necessary, and the purposes government should serve.</li> </ul>	
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 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.</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</li> </ul>	
<b>Interdisciplinary Connections: Content: NJSLS#:</b>  <b>Reading Standards for Informational Text:</b> <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>		

	<ul style="list-style-type: none"> <li>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>	<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>	
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> </ul>	

	<ul style="list-style-type: none"> <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>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>			
<b>Core Resources</b>	<b>Alternate Core Resources  IEP/504/At-Risk/ESL</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 18, Lessons 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 18, Lessons 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 18, Lessons 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 18, Lessons 1-4</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> </ul>			

<ul style="list-style-type: none"> <li>• <a href="https://www.journalofthecivilwarera.org/2017/09/gone-land-environmental-history-civil-war-reconstruction-classes/">https://www.journalofthecivilwarera.org/2017/09/gone-land-environmental-history-civil-war-reconstruction-classes/</a></li> </ul>			
<b>Other:</b> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Map/Atlas of the World</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
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>	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.	
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>• 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</li> <li>• 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</li> <li>• 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</li> <li>• 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</li> </ul>	

Career Readiness, Life Literacies, & Key Skills Practices
<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>	x	Standards in Action: <i>Climate Change</i>