



## Social Studies Department

Grade 6

**Developed By:** Katherine Andrews

**Effective Date:** Fall 2021/2

### Scope and Sequence

Month	Unit Number	Unit Name
September -	<a href="#">Unit 0</a>	Launching Social Studies Skills
	<a href="#">Unit 1</a>	Forming a New Nation
October -	<a href="#">Unit 1</a>	Forming the New Nation
November -	<a href="#">Unit 2</a>	Launching the New Republic
December -	<a href="#">Unit 2</a>	Launching the New Republic
January -	<a href="#">Unit 3</a>	An Expanding Nation
February	<a href="#">Unit 3</a>	An Expanding Nation
March	<a href="#">Unit 4</a>	Americans in the Mid-1800s
April	<a href="#">Unit 4</a>	Americans in the Mid-1800s
May	<a href="#">Unit 5</a>	The Union Challenged
June	<a href="#">Unit 5</a>	The Union Challenged
	<a href="#">Inquiry Project</a>	American Ideals

## Unit 0

### Launching Social Studies Skills

#### Summary and Rationale

In this unit, students will connect with social studies skills as they launch back into being historians. They will connect with their background knowledge from last year in order to continue their learning progression in grade 6.

#### Recommended Pacing

2-3 weeks

#### Standards

NJSLS

6.1.8.CivicsDP.3.a

Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.HistoryCC.3.a

Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8.HistorySE.3.a

Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

6.1.8.HistorySE.3.b:

Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

CCSS-ELA - Literacy in History/Social Sciences

CCSS.ELA-LITERACY  
.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY  
.RH.6-8.2

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.

CCSS.ELA-LITERACY  
.RH.6-8.3



Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY

Determine the meaning of words and phrases as they are used in a text, including

.RH.6-8.4	vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY .RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY .RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY .RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY .RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY .RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY .RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY .W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-LITERACY .W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY .W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
CCSS.ELA-LITERACY .W.6.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY .W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
Social Justice Standards (As Applicable)	
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
AC.6-8.16	I am concerned about how people (including myself ) are treated and feel for people when they are excluded or mistreated because of their identities.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	

Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> <li>● 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.</li> <li>● Chronological sequencing helps us understand the interrelationship of historical events.</li> <li>● Examining historical sources may answer questions but may also lead to more questions. (link to inquiry questions...)</li> <li>● Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.</li> </ul>	<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● 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>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make different choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and the continuity and change, and how do they influence our beliefs and decisions about current political issues?</li> <li>● 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 independent world?</li> </ul>
<p><b>Unit Inquiry Question(s) →</b></p> <ul style="list-style-type: none"> <li>● <b>How can we, as historians, use a variety of sources (primary and secondary) to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution?</b> <ul style="list-style-type: none"> <li>○ <b>Who are the prominent individuals and nations who contributed to the causes, execution, and outcomes of the American Revolution?</b></li> <li>○ <b>Why did the colonists decide to declare independence from England in 1776?</b></li> <li>○ <b>Were the outcomes fair to all those involved?</b></li> <li>○ <b>Were the ideals found in the Declaration of Independence fulfilled for women, African Americans, and Native Americans during this time period?</b></li> </ul> </li> <li>● <b>Why is it important to consider and value many different perspectives on a single topic?</b></li> <li>● <b>How well is the United States upholding the principles found in the Declaration of Independence now?</b></li> </ul>	
<p><b>Objectives (SLO)</b></p>	

<p>Students will know:</p> <ul style="list-style-type: none"> <li>• The key figures and nations involved in the American Revolution</li> <li>• About the causes, execution, and outcomes of the American Revolution</li> <li>• The ideals found in the Declaration of Independence and how they applied to a variety of groups</li> <li>• The importance of considering and valuing multiple perspectives</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• develop questions and plan inquiries centering around the American Revolution</li> <li>• gather and evaluate sources about the American Revolution</li> <li>• seek diverse perspectives within the topic of the American Revolution</li> <li>• develop claims and use evidence to support opinions about the American Revolution</li> <li>• present arguments and explanations centering around the American Revolution</li> <li>• engage in civil discourse and critique conclusions</li> <li>• take informed action based on findings in the unit</li> </ul>
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>- Exit Tickets</li> <li>- Objective Assessments</li> <li>- Written Responses</li> <li>- Round Table Discussions</li> <li>- Student Presentations</li> <li>- <a href="#">American Ideals chart</a></li> </ul>	
<b>Suggested Documents, Resources, &amp; Technology Tools</b>	
<p>Documents &amp; Resources:</p> <ul style="list-style-type: none"> <li>- TCI History Alive - United States Through Industrialism</li> <li>-  2021 Launching Social Studies Skills Grade 6</li> <li>-  2022 Launching Social Studies Skills Grade 6</li> </ul> <p>Technology Tools:</p> <ul style="list-style-type: none"> <li>- Chromebooks</li> <li>- LCD Projectors</li> </ul>	
<b>Modifications</b>	
<p>Special Education -</p> <ul style="list-style-type: none"> <li>• Focus on building relationships in the classroom as students engage with the topic of the American Revolution.</li> <li>• Control the stressors for the student and manage alternate pathways for completion of assignments as students are in the inquiry process during the launching unit.</li> <li>• Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude, and strategy as students work with new social studies skills and materials pertaining to the American Revolution.</li> <li>• Boost engagement with material about the American Revolution by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.</li> </ul> <p>ELL -</p>	

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response, and attempted response as they work with materials about the American Revolution.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it as they work with new vocabulary and questions pertaining to the American Revolution.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant, especially when giving directions centering around new social studies skills and materials pertaining to the American Revolution.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words. Utilize resources in the launching unit.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments centering around the American Revolution with planned scope and sequence
- advance, accelerated, or compacted content pertaining to the American Revolution
- abstract and advanced higher-level thinking to extend social studies skills and knowledge in the launching unit
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills that go beyond those already present in the launching unit
- complex, in-depth assignments about the American Revolution
- diverse enrichment that broadens learning about the American Revolution
- variety in types of resources as students explore the topics within the launching unit
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Additional modifications and accommodations as they relate to the launching unit:

1. Individualized instruction
2. Use High Interest materials
3. Modeling
4. Provide Immediate Feedback
5. Relate learning to real life situations when possible
6. Use proximity changes about the room to keep students focused
7. Offer a printed copy or copy of teacher notes

8. Allow for spelling and grammar errors
9. Offer individual help throughout the lesson
10. Differentiated Instruction/Readings
11. Speech to Text
12. Modified Readings and Primary Source documents

## Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 1

### Forming a New Nation

#### Summary and Rationale

*In this unit, students will learn how America's early leaders created the documents that guide the government and protect the people.*

#### Recommended Pacing

Lesson 8 → Creating the Constitution - 7 days  
 Lesson 9 → The Constitution: A More Perfect Union - 4 days  
 Lesson 10 → The Bill of Rights - 6 days

Estimated total: 4 weeks

[TCI Pacing Guide](#)

## Standards

Standards	
NJSLs	
6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY .RH.6-8.2	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.
CCSS.ELA-LITERACY .RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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AC.6-8.16	I am concerned about how people (including myself ) are treated and feel for people when they are excluded or mistreated because of their identities.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>Political and civil institutions impact all aspects of people’s lives.</li> <li>Governments have different structures which impact development (expansion) and civic participation.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>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>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ul>

<ul style="list-style-type: none"> <li>• Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.</li> </ul>	<ul style="list-style-type: none"> <li>• How can individuals, groups, and societies apply economic reasoning to make different choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>• How do our interpretations of past events inform our understanding of cause and effect, and the continuity and change, and how do they influence our beliefs and decisions about current political issues?</li> <li>• 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 independent world?</li> </ul>
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<p><b>Unit Inquiry Question(s) →</b></p> <ul style="list-style-type: none"> <li>• <b>What were the legacies of the American Revolution?</b></li> </ul> <p><b>Supporting Question(s) →</b></p> <ul style="list-style-type: none"> <li>• <b>What compromises emerged from the Constitutional Convention?</b></li> <li>• <b>How has the Constitution created “a more perfect Union”?</b></li> <li>• <b>What freedoms does the Bill of Rights protect and why are they important?</b></li> </ul>	
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**Objectives (SLO)**

<p>Students will know:</p> <ul style="list-style-type: none"> <li>• what the Articles of Confederation were and why they were replaced.</li> <li>• how and why the Constitution was created and its structure and content.</li> <li>• what protections the Bill of Rights gives American citizens.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• develop questions and plan inquiries as they pertain to the creation of the Constitution and Bill of Rights.</li> <li>• gather and evaluate sources about the Constitution and Bill of Rights.</li> <li>• seek diverse perspectives as it relates to forming a new nation.</li> <li>• develop claims and use evidence to form opinions about the Constitution and Bill of Rights.</li> <li>• present arguments and explanations about the Constitution and Bill of Rights.</li> <li>• engage in civil discourse and critique conclusions centering around the forming of a new nation.</li> <li>• take informed action based on findings in the unit.</li> </ul>
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**Assessment**

<ul style="list-style-type: none"> <li>- Exit Tickets</li> <li>- Objective Assessments</li> <li>- Written Responses <ul style="list-style-type: none"> <li>- <a href="#">RACE</a> style short answer</li> </ul> </li> </ul>
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- Essay (developing a claim, reasons, and evidence, as well as a tie back to the claim or explanation of evidence)
- Round Table Discussions
- Student Presentations
- TCI Assessments
  - [Unit Pre-Assessment](#)
  - [Lesson 8 - Creating the Constitution](#)
  - [Lesson 9 - The Constitution: A More Perfect Union](#)
  - [Lesson 10 - The Bill of Rights](#)
- [American Ideals chart](#)

## Suggested Documents, Resources, & Technology Tools

### Documents & Resources:

- TCI History Alive - United States Through Industrialism
  - [Unit Introduction - Forming a New Nation](#)
  - [Lesson 8 - Creating the Constitution](#)
  - [Lesson 9 - The Constitution: A More Perfect Union](#)
  - [Lesson 10 - The Bill of Rights](#)

### Technology Tools:

- Chromebooks
- LCD Projectors

## Modifications

### Special Education -

- Focus on building relationships in the classroom as students engage with the topic of the Constitution and Bill of Rights.
- Control the stressors for the student and manage alternate pathways for completion of assignments as students are in the inquiry process during the unit Forming a New Nation.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude, and strategy as students work with new social studies skills and materials pertaining to the Constitution and Bill of Rights.
- Boost engagement with material about the Constitution and Bill of Rights by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response, and attempted response as they work with materials about forming a new nation.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it as they work with new vocabulary and questions pertaining to the Constitution and Bill of Rights.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant, especially when giving directions centering around new social studies skills and materials pertaining to the Constitution and Bill of Rights.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words. Utilize resources in the unit Forming a New Nation.

- Allow the use of Google Translate where appropriate.

#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments centering around the Constitution and Bill of Rights with planned scope and sequence
- advance, accelerated, or compacted content pertaining to the forming of a new nation
- abstract and advanced higher-level thinking to extend social studies skills and knowledge in the unit Forming a New Nation
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills that go beyond those already present in the unit Forming a New Nation
- complex, in-depth assignments about the Constitution and Bill of Rights
- diverse enrichment that broadens learning about the Constitution and Bill of Rights
- variety in types of resources as students explore the topics within the unit Forming a New Nation
- internships, mentorships and independent study where applicable

#### 504 -

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Additional modifications and accommodations as they relate to the unit Forming a New Nation:

1. Individualized instruction
2. Use High Interest materials
3. Modeling
4. Provide Immediate Feedback
5. Relate learning to real life situations when possible
6. Use proximity changes about the room to keep students focused
7. Offer a printed copy or copy of teacher notes
8. Allow for spelling and grammar errors
9. Offer individual help throughout the lesson
10. Differentiated Instruction/Readings
11. Speech to Text
12. Modified Readings and Primary Source documents

\*See TCI's "Differentiating Instruction" tab in each Lesson Guide.

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 2

### Launching the New Republic

#### Summary and Rationale

In this unit, students will learn about the people, events, and ideas that shaped America in the late 18th and early 19th centuries.

#### Recommended Pacing

Lesson 11 → Political Developments in the Early Republic - 4 days

Lesson 12 → Foreign Affairs in the Young Nation - 6 days

Lesson 13 → A Growing Sense of Nationhood - 7 days

Lesson 14 → Andrew Jackson and the Growth of American Democracy - 6 days

Estimated total: 5 weeks

[TCI Pacing Guide](#)

#### Standards

NJSLS

6.1.8.CivicsHR.3.a

Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

6.1.8.CivicsDP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.EconET.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY .RH.6-8.2	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.
CCSS.ELA-LITERACY .RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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CCSS.ELA-LITERACY .RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY .RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY .RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY .W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-LITERACY .W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY .W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
CCSS.ELA-LITERACY .W.6.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY .W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
Social Justice Standards (As Applicable)	
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
AC.6-8.16	I am concerned about how people (including myself ) are treated and feel for people when they are excluded or mistreated because of their identities.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>• Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</li> <li>• 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.</li> <li>• Geospatial technologies and representations help us to make sense of the distribution of people,</li> </ul>	<ul style="list-style-type: none"> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• 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>• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ul>

<p>places and environments, and spatial patterns across Earth’s surface.</p> <ul style="list-style-type: none"> <li>• A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</li> <li>• Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> <li>• Political and civil institutions impact all aspects of people’s lives.</li> <li>• Chronological sequencing helps us understand the interrelationship of historical events.</li> <li>• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</li> <li>• Economic decision making involves setting goals and identifying the resources available to achieve those goals.</li> </ul>	<ul style="list-style-type: none"> <li>• How can individuals, groups, and societies apply economic reasoning to make different choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>• How do our interpretations of past events inform our understanding of cause and effect, and the continuity and change, and how do they influence our beliefs and decisions about current political issues?</li> <li>• 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 independent world?</li> </ul>
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<p><b>Unit Inquiry Question(s) →</b></p> <ul style="list-style-type: none"> <li>• <b>How much power should the federal government have and what should it do?</b></li> <li>• <b>How did the government change during the Early Republic?</b></li> <li>• <b>What was life like in the Early Republic?</b></li> </ul> <p><b>Supporting Question(s) →</b></p> <ul style="list-style-type: none"> <li>• <b>How did the Federalist and Republican visions for the United States differ?</b></li> <li>• <b>To what extent should the United States have become involved in world affairs in the early 1800s?</b></li> <li>• <b>What did it mean to be an American in the early 1800s?</b></li> <li>• <b>How well did President Andrew Jackson promote democracy?</b></li> </ul>
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**Objectives (SLO)**

<p>Students will know:</p> <ul style="list-style-type: none"> <li>• about new conflicts that emerged about the role of government in the late 18th and early 19th centuries.</li> <li>• what challenges America faced to its authority and legitimacy in the late 18th and early 19th centuries.</li> <li>• what life was like for people in the Early Republic (late 18th and early 19th centuries).</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• develop questions and plan inquiries pertaining to our early republic.</li> <li>• gather and evaluate sources about our nation during the late 18th and early 19th centuries.</li> <li>• seek diverse perspectives centering around our early republic.</li> <li>• develop claims and use evidence to support opinions about the early republic.</li> <li>• present arguments and explanations about our nation during the late 18th and early 19th centuries.</li> <li>• engage in civil discourse and critique conclusions.</li> <li>• take informed action based on findings in the unit.</li> </ul>
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**Assessment**

- Exit Tickets
- Objective Assessments



- Written Responses
  - [RACE](#) style short answer
  - Essay (developing a claim, reasons, and evidence, as well as a tie back to the claim or explanation of evidence)
- Round Table Discussions
- Student Presentations
- TCI Assessments
  - [Unit Pre-Assessment](#)
  - [Lesson 11 - Political Developments in the Early Republic](#)
  - [Lesson 12 - Foreign Affairs in the Young Nation](#)
  - [Lesson 13 - A Growing Sense of Nationhood](#)
  - [Lesson 14 - Andrew Jackson and the Growth of American Democracy](#)
- [American Ideals chart](#)

## Suggested Documents, Resources, & Technology Tools

### Documents & Resources:

- TCI History Alive - United States Through Industrialism
  - [Unit Introduction - Launching the New Republic](#)
  - [Lesson 11 - Political Developments in the Early Republic](#)
  - [Lesson 12 - Foreign Affairs in the Young Nation](#)
  - [Lesson 13 - A Growing Sense of Nationhood](#)
  - [Lesson 14 - Andrew Jackson and the Growth of American Democracy](#)

### Technology Tools:

- Chromebooks
- LCD Projectors

## Modifications

### Special Education -

- Focus on building relationships in the classroom as students engage with the topic of our nation in the late 18th and early 19th centuries.
- Control the stressors for the student and manage alternate pathways for completion of assignments as students are in the inquiry process during the unit Launching the New Republic.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude, and strategy as students work with new social studies skills and materials pertaining to our nation in the late 18th and early 19th centuries.
- Boost engagement with material about the New Republic by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response, and attempted response as they work with materials about launching the new republic.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it as they work with new vocabulary and questions pertaining to our nation in the late 18th and early 19th centuries.

- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant, especially when giving directions centering around new social studies skills and materials pertaining to launching the new republic.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words. Utilize resources in the unit Launching the New Republic.
- Allow the use of Google Translate where appropriate.

#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments centering around our nation in the late 18th and early 19th centuries
- advance, accelerated, or compacted content pertaining to launching the new republic
- abstract and advanced higher-level thinking to extend social studies skills and knowledge in the unit Launching the New Republic
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills that go beyond those already present in the unit Launching the New Republic
- complex, in-depth assignments about our nation in the late 18th and early 19th centuries
- diverse enrichment that broadens learning about our nation in the late 18th and early 19th centuries
- variety in types of resources as students explore the topics within the unit Launching the New Republic
- internships, mentorships and independent study where applicable

#### 504 -

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Additional modifications and accommodations as they relate to the unit Launching the New Republic:

1. Individualized instruction
2. Use High Interest materials
3. Modeling
4. Provide Immediate Feedback
5. Relate learning to real life situations when possible
6. Use proximity changes about the room to keep students focused
7. Offer a printed copy or copy of teacher notes
8. Allow for spelling and grammar errors
9. Offer individual help throughout the lesson
10. Differentiated Instruction/Readings
11. Speech to Text

12. Modified Readings and Primary Source documents

\*See TCI's "Differentiating Instruction" tab in each Lesson Guide.

Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

**An Expanding Nation**

Summary and Rationale

*In this unit, students will learn about the causes and effects of U.S. western expansion.*

Recommended Pacing

Lesson 15 → Manifest Destiny and the Growing Nation - 6 days

Lesson 16 → Life in the West - 6 days

Lesson 17 → Mexicano Contributions to the Southwest - 4 days

Estimated total: 4 weeks

[TCI Pacing Guide](#)

Standards

NJSLs	
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.EconET.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY .RH.6-8.2	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.
CCSS.ELA-LITERACY .RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-LITERACY .RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY .RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY .RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY .RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY .RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY .RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY .RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	

CCSS.ELA-LITERACY .W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-LITERACY .W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY .W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
CCSS.ELA-LITERACY .W.6.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY .W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
Social Justice Standards (As Applicable)	
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
AC.6-8.16	I am concerned about how people (including myself ) are treated and feel for people when they are excluded or mistreated because of their identities.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> <li>● Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.</li> <li>● Economic decision making involves setting goals and identifying the resources available to achieve those goals.</li> </ul>	<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● 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>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make different choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed</li> </ul>

	<p>the way people live and economies and governments function?</p> <ul style="list-style-type: none"> <li>• How do our interpretations of past events inform our understanding of cause and effect, and the continuity and change, and how do they influence our beliefs and decisions about current political issues?</li> <li>• 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 independent world?</li> </ul>
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<p><b>Unit Inquiry Question(s) →</b></p> <ul style="list-style-type: none"> <li>• <b>How did individual regions of the United States become both more similar and more different?</b></li> <li>• <b>What was family life like in each region?</b></li> <li>• <b>How did work change between 1800 and 1850?</b></li> <li>• <b>Was the Louisiana Purchase constitutional?</b></li> <li>• <b>What did the frontier mean to the nation in the first half of the 19th century?</b></li> </ul> <p><b>Supporting Question(s) →</b></p> <ul style="list-style-type: none"> <li>• <b>How justifiable was U.S. expansion in the 1800s?</b></li> <li>• <b>What were the motives, hardships, and legacies of the groups that moved west in the 1800s?</b></li> <li>• <b>How have Mexicano contributions influenced life in the United States?</b></li> </ul>	
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**Objectives (SLO)**

<p>Students will know about the divergent paths of the American people from 1800-1850, including:</p> <ul style="list-style-type: none"> <li>• manifest destiny, the desire to move West, and the explorers that first discovered the new frontier.</li> <li>• the roles that geography and water played in U.S. expansion.</li> <li>• the settlement of the trans-Mississippi West and the American nationalism that surged along with it.</li> <li>• the unique men and women that came to the West, how they travelled there, and the cultures that developed there.</li> <li>• the Gold Rush that drew thousands of immigrants and led to California's statehood.</li> <li>• the influence that the West held on politics, people, culture, and the economy.</li> <li>• the impact and legacy of Andrew Jackson's leadership and Jacksonian Democracy.</li> <li>• the struggles of American Indians during this time and along the Trail of Tears.</li> <li>• Mexican settlements and the relationship between Mexico and the United States.</li> <li>• the annexation of Texas and the Mexican-American War.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• develop questions and plan inquiries pertaining to western expansion in the United States.</li> <li>• gather and evaluate sources about western expansion in the United States.</li> <li>• seek diverse perspectives centering around U.S. western expansion.</li> <li>• develop claims and use evidence to support opinions about U.S. western expansion.</li> <li>• present arguments and explanations about western expansion in the United States.</li> <li>• engage in civil discourse and critique conclusions.</li> <li>• take informed action based on findings in the unit.</li> </ul>
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**Assessment**

- Exit Tickets
- Objective Assessments
- Written Responses
  - [RACE](#) style short answer
  - Essay (developing a claim, reasons, and evidence, as well as a tie back to the claim or explanation of evidence)
- Round Table Discussions
- Student Presentations
- TCI Assessments
  - [Unit Pre-Assessment](#)
  - [Lesson 15 - Manifest Destiny and the Growing Nation](#)
  - [Lesson 16 - Life in the West](#)
  - [Lesson 17 - Mexicano Contributions to the Southwest](#)
- [American Ideals chart](#)

## Suggested Documents, Resources, & Technology Tools

### Documents & Resources:

- TCI History Alive - United States Through Industrialism
  - [Unit Introduction - An Expanding Nation](#)
  - [Lesson 15 - Manifest Destiny and the Growing Nation](#)
  - [Lesson 16 - Life in the West](#)
  - [Lesson 17 - Mexicano Contributions to the Southwest](#)

### Technology Tools:

- Chromebooks
- LCD Projectors

## Modifications

### Special Education -

- Focus on building relationships in the classroom as students engage with the topic of western expansion in the United States.
- Control the stressors for the student and manage alternate pathways for completion of assignments as students are in the inquiry process during the unit An Expanding Nation.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude, and strategy as students work with new social studies skills and materials pertaining to western expansion in the United States.
- Boost engagement with material about western expansion by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response, and attempted response as they work with materials about western expansion.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it as they work with new vocabulary and questions pertaining to the unit An Expanding Nation.

- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant, especially when giving directions centering around new social studies skills and materials pertaining to the unit An Expanding Nation.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words. Utilize resources in the unit An Expanding Nation.
- Allow the use of Google Translate where appropriate.

#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments centering around western expansion in the United States.
- advance, accelerated, or compacted content pertaining to western expansion
- abstract and advanced higher-level thinking to extend social studies skills and knowledge in the unit An Expanding Nation
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills that go beyond those already present in the unit An Expanding Nation
- complex, in-depth assignments about western expansion in the United States
- diverse enrichment that broadens learning about our nation during western expansion
- variety in types of resources as students explore the topics within the unit An Expanding Nation
- internships, mentorships and independent study where applicable

#### 504 -

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Additional modifications and accommodations as they relate to the unit An Expanding Nation:

1. Individualized instruction
2. Use High Interest materials
3. Modeling
4. Provide Immediate Feedback
5. Relate learning to real life situations when possible
6. Use proximity changes about the room to keep students focused
7. Offer a printed copy or copy of teacher notes
8. Allow for spelling and grammar errors
9. Offer individual help throughout the lesson
10. Differentiated Instruction/Readings
11. Speech to Text
12. Modified Readings and Primary Source documents



\*See TCI's "Differentiating Instruction" tab in each Lesson Guide.

## Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 4

### Americans in the Mid-1800s

#### Summary and Rationale

In this unit, students will learn about the Era of Reform, the worlds of North and South, and African Americans in the mid-1800s.

#### Recommended Pacing

Lesson 18 → An Era of Reform - 5 days

Lesson 19 → The Worlds of North and South - 5 days

Lesson 20 → African Americans in the Mid-1800s - 7 days

Estimated total: 4 weeks

[TCI Pacing Guide](#)

#### Standards

NJSLS

6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC5.b	Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY .RH.6-8.2	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.
CCSS.ELA-LITERACY .RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-LITERACY .RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY .RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY .RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY .RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY .RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY	Analyze the relationship between a primary and secondary source on the same topic.

.RH.6-8.9	
CCSS.ELA-LITERACY .RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY .W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-LITERACY .W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
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CCSS.ELA-LITERACY .W.6.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY .W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
Social Justice Standards (As Applicable)	
ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
JU.6-8.14	I know that all people (including myself ) have certain advantages and disadvantages in society based on who they are and where they were born.
AC.6-8.16	I am concerned about how people (including myself ) are treated and feel for people when they are excluded or mistreated because of their identities.
AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.

AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● Social and political systems have protected and denied human rights (to varying degrees) throughout time.</li> <li>● A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</li> <li>● Historical events may have single, multiple, direct and indirect causes and effects.</li> <li>● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> <li>● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</li> </ul>	<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● 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>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make different choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and the continuity and change, and how do they influence our beliefs and decisions about current political issues?</li> <li>● 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 independent world?</li> </ul>
<b>Unit Inquiry Question(s) →</b> <ul style="list-style-type: none"> <li>● <b>How did individual regions of the United States become both more similar and more different?</b></li> <li>● <b>What was family life like in each region?</b></li> <li>● <b>How did work change between 1800 and 1850?</b></li> <li>● <b>What was the impact of slavery on American politics, regional economies, family life, and culture?</b></li> </ul> <b>Supporting Question(s) →</b> <ul style="list-style-type: none"> <li>● <b>To what extent did the reform movements of the mid-1800s improve life for Americans?</b></li> <li>● <b>How was life in the North different from life in the South?</b></li> <li>● <b>How did African Americans face slavery and discrimination in the mid-1800s?</b></li> </ul>	
<b>Objectives (SLO)</b>	

Students will know about life in America in the mid-1800s, including:

- the increased contrast, interdependence, and interconnectedness among the Northeast, South, and West.
- the market revolution and the changing role of government during this time.
- the importance of viewing historical events empathetically.
- the inventions and urbanization that led to the Industrial Revolution.
- the effect of the Industrial Revolution on family life and gender roles.
- the impact of Mill women on the nation's economy.
- the motivations immigrants had for coming to America during this time.
- the social positions that African Americans held and the growing abolitionist movement in the Northeast.
- the many movements within the Era of Reform.
- the reformations that occurred for women and education during this time.
- the many writers that encouraged reform in America.
- the influence of the cotton gin, plantations, and slave trade on the South's economy.

Students will be able to:

- develop questions and plan inquiries pertaining to America in the mid-1800s.
- gather and evaluate sources about the mid-1800s in the United States.
- seek diverse perspectives centering around America in the mid-1800s.
- develop claims and use evidence to support opinions about the mid-1800s in the United States.
- present arguments and explanations about the United States in the mid-1800s.
- engage in civil discourse and critique conclusions.
- take informed action based on findings in the unit.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
  - [RACE](#) style short answer
  - Essay (developing a claim, reasons, and evidence, as well as a tie back to the claim or explanation of evidence)
- Round Table Discussions
- Student Presentations
- TCI Assessments
  - [Unit Pre-Assessment](#)
  - [Lesson 18 - An Era of Reform](#)
  - [Lesson 19 - The Worlds of North and South](#)
  - [Lesson 20 - African Americans in the Mid-1800s](#)
- [American Ideals chart](#)

### Suggested Documents, Resources, & Technology Tools

#### Documents & Resources:

- TCI History Alive - United States Through Industrialism
  - [Unit Introduction - Americans in the Mid-1800s](#)
  - [Lesson 18 - An Era of Reform](#)
  - [Lesson 19 - The Worlds of North and South](#)
  - [Lesson 20 - African Americans in the Mid-1800s](#)

#### Technology Tools:

- Chromebooks
- LCD Projectors

## Modifications

#### Special Education -

- Focus on building relationships in the classroom as students engage with the topic of America in the mid-1800s
- Control the stressors for the student and manage alternate pathways for completion of assignments as students are in the inquiry process during the unit Americans in the Mid-1800s.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude, and strategy as students work with new social studies skills and materials pertaining to America in the mid-1800s.
- Boost engagement with material about the United States in the mid-1800s by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

#### ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response, and attempted response as they work with materials about America in the mid-1800s.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it as they work with new vocabulary and questions pertaining to the unit Americans in the Mid-1800s.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant, especially when giving directions centering around new social studies skills and materials pertaining to the unit Americans in the Mid-1800s.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words. Utilize resources in the unit Americans in the Mid-1800s.
- Allow the use of Google Translate where appropriate.

#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments centering around America in the mid-1800s.
- advance, accelerated, or compacted content pertaining to the mid-1800s in the United States.
- abstract and advanced higher-level thinking to extend social studies skills and knowledge in the unit Americans in the Mid-1800s.
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills that go beyond those already present in the unit Americans in the Mid-1800s.
- complex, in-depth assignments about America in the mid-1800s.
- diverse enrichment that broadens learning about our nation in the mid-1800s.

- variety in types of resources as students explore the topics within the unit Americans in the Mid-1800s
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Additional modifications and accommodations as they relate to the unit Americans in the Mid-1800s:

1. Individualized instruction
2. Use High Interest materials
3. Modeling
4. Provide Immediate Feedback
5. Relate learning to real life situations when possible
6. Use proximity changes about the room to keep students focused
7. Offer a printed copy or copy of teacher notes
8. Allow for spelling and grammar errors
9. Offer individual help throughout the lesson
10. Differentiated Instruction/Readings
11. Speech to Text
12. Modified Readings and Primary Source documents

\*See TCI's "Differentiating Instruction" tab in each Lesson Guide.

## Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 5

### The Union Challenged

#### Summary and Rationale

In this unit, students will learn about the causes, course, and consequences of the Civil War.

#### Recommended Pacing

Lesson 21 → A Dividing Nation - 8 days  
 Lesson 22 → The Civil War - 7 days  
 Lesson 23 → The Reconstruction Era - 7 days

Estimated total: 5 weeks

[TCI Pacing Guide](#)

#### Standards

NJSLS

6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC5.b	Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistoryCC.5.d	Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).



6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY .RH.6-8.2	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.
CCSS.ELA-LITERACY .RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-LITERACY .RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY .RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY .RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY .RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY .RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY .RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY .RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY	Introduce claim(s) and organize the reasons and evidence clearly.

.W.6.1.A	
CCSS.ELA-LITERACY .W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY .W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
CCSS.ELA-LITERACY .W.6.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY .W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
<b>Social Justice Standards (As Applicable)</b>	
ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
JU.6-8.14	I know that all people (including myself ) have certain advantages and disadvantages in society based on who they are and where they were born.
AC.6-8.16	I am concerned about how people (including myself ) are treated and feel for people when they are excluded or mistreated because of their identities.
AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.
AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>

<ul style="list-style-type: none"> <li>• Social and political systems have protected and denied human rights (to varying degrees) throughout time.</li> <li>• A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</li> <li>• Historical events may have single, multiple, direct and indirect causes and effects.</li> <li>• Historical contexts and events shaped and continue to shape people’s perspectives.</li> <li>• Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> <li>• Social and political systems have protected and denied human rights (to varying degrees) throughout time.</li> </ul>	<ul style="list-style-type: none"> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• 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>• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>• How can individuals, groups, and societies apply economic reasoning to make different choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>• How do our interpretations of past events inform our understanding of cause and effect, and the continuity and change, and how do they influence our beliefs and decisions about current political issues?</li> <li>• 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 independent world?</li> </ul>
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<p><b>Unit Inquiry Question(s) →</b></p> <ul style="list-style-type: none"> <li>• <b>Why was there a Civil War?</b></li> <li>• <b>How did the United States transform during the Civil War?</b></li> <li>• <b>How was the Civil War conducted militarily, politically, economically, and culturally?</b></li> <li>• <b>How was slavery abolished through the Civil War?</b></li> </ul> <p><b>Supporting Question(s) →</b></p> <ul style="list-style-type: none"> <li>• <b>Which events of the mid-1800s kept the nation together and which events pulled it apart?</b></li> <li>• <b>What factors and events influenced the outcome of the Civil War?</b></li> <li>• <b>To what extent did Reconstruction bring African Americans closer to full citizenship?</b></li> </ul>	
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**Objectives (SLO)**

<p>Students will know about the causes, course, and consequences of the Civil War, including:</p> <ul style="list-style-type: none"> <li>• the issue over slavery and westward expansion.</li> <li>• the secession of states and the establishment of the Confederate States of America.</li> <li>• the events of the Civil War.</li> <li>• the end of slavery and the Reconstruction Era.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• develop questions and plan inquiries pertaining to the causes, course, and consequences of the Civil War.</li> <li>• gather and evaluate sources about the Civil War and Reconstruction eras.</li> <li>• seek diverse perspectives centering around the causes, course, and consequences of the Civil War.</li> <li>• develop claims and use evidence to support</li> </ul>
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opinions about the Civil War and Reconstruction eras.

- present arguments and explanations about the Civil War and Reconstruction eras.
- engage in civil discourse and critique conclusions.
- take informed action based on findings in the unit.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
  - [RACE](#) style short answer
  - Essay (developing a claim, reasons, and evidence, as well as a tie back to the claim or explanation of evidence)
- Round Table Discussions
- Student Presentations
- TCI Assessments
  - [Unit Pre-Assessment](#)
  - [Lesson 21 - A Dividing Nation](#)
  - [Lesson 22 - The Civil War](#)
  - [Lesson 23 - The Reconstruction Era](#)
- [American Ideals chart](#)

### Suggested Documents, Resources, & Technology Tools

#### Documents & Resources:

- TCI History Alive - United States Through Industrialism
  - [Unit Introduction - The Union Challenged](#)
  - [Lesson 21 - A Dividing Nation](#)
  - [Lesson 22 - The Civil War](#)
  - [Lesson 23 - The Reconstruction Era](#)

#### Technology Tools:

- Chromebooks
- LCD Projectors

### Modifications

#### Special Education -

- Focus on building relationships in the classroom as students engage with the topic of the Civil War and Reconstruction eras.
- Control the stressors for the student and manage alternate pathways for completion of assignments as students are in the inquiry process during the unit The Union Challenged.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude, and strategy as students work with new social studies skills and materials pertaining to the causes, course, and consequences of the Civil War.

- Boost engagement with material about the Civil War and Reconstruction eras by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

#### ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response, and attempted response as they work with materials about the causes, course, and consequences of the Civil War.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it as they work with new vocabulary and questions pertaining to the unit The Union Challenged.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant, especially when giving directions centering around new social studies skills and materials pertaining to the unit The Union Challenged.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words. Utilize resources in the unit the union Challenged.
- Allow the use of Google Translate where appropriate.

#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments centering around the causes, course, and consequences of the Civil War.
- advance, accelerated, or compacted content pertaining to the Civil War and Reconstruction eras.
- abstract and advanced higher-level thinking to extend social studies skills and knowledge in the unit The Union Challenged.
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills that go beyond those already present in the unit The Union Challenged.
- complex, in-depth assignments about the causes, course, and consequences of the Civil War.
- diverse enrichment that broadens learning about the Civil War and Reconstruction eras.
- variety in types of resources as students explore the topics within the unit The Union Challenged.
- internships, mentorships and independent study where applicable

#### 504 -

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Additional modifications and accommodations as they relate to the unit The Union Challenged:

1. Individualized instruction
2. Use High Interest materials
3. Modeling

4. Provide Immediate Feedback
5. Relate learning to real life situations when possible
6. Use proximity changes about the room to keep students focused
7. Offer a printed copy or copy of teacher notes
8. Allow for spelling and grammar errors
9. Offer individual help throughout the lesson
10. Differentiated Instruction/Readings
11. Speech to Text
12. Modified Readings and Primary Source documents

\*See TCI's "Differentiating Instruction" tab in each Lesson Guide.

## Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Inquiry Project

### American Ideals

## Summary and Rationale

*In this unit, students will reflect on their thinking from the entire year. They will revisit their ideas about American ideals in order to take action.*

## Recommended Pacing

Estimated total: 3-4 weeks	
<b>Standards</b>	
NJSLs	
6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY .RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY .RH.6-8.2	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.
CCSS.ELA-LITERACY .RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-LITERACY .RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY .RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY .RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY .RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY .RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY .RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY .RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	

CCSS.ELA-LITERACY .W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-LITERACY .W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY .W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
CCSS.ELA-LITERACY .W.6.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY .W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
Social Justice Standards (As Applicable)	
ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
JU.6-8.14	I know that all people (including myself ) have certain advantages and disadvantages in society based on who they are and where they were born.
AC.6-8.16	I am concerned about how people (including myself ) are treated and feel for people when they are excluded or mistreated because of their identities.
AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.
AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	



Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> <li>● Historical contexts and events shaped and continue to shape people’s perspectives.</li> <li>● Political and civil institutions impact all aspects of people’s lives.</li> </ul>	<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● 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>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make different choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and the continuity and change, and how do they influence our beliefs and decisions about current political issues?</li> <li>● 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 independent world?</li> </ul>
<p><b>Unit Inquiry Question(s) →</b></p> <ul style="list-style-type: none"> <li>● <b>How can we, as Americans, continue to uphold the ideals we have been working so hard to establish in our country?</b></li> </ul> <p><b>Content Question(s) →</b></p> <ul style="list-style-type: none"> <li>● <b>What are the ideals that you consider to be most important? Consider the Declaration of Independence, Constitution, Bill of Rights, various civil rights movements, Amendments, etc.</b></li> <li>● <b>How can you personally spread those beliefs and encourage others to live by the same principles?</b></li> </ul>	
<p><b>Objectives (SLO)</b></p>	
<p>Students will know about American ideals, including:</p> <ul style="list-style-type: none"> <li>● How they came to be</li> <li>● The documents involved in developing them</li> <li>● How they are upheld in our country</li> <li>● How they allow for growth and change in our country</li> <li>● How to effectively spread those beliefs and encourage others to live by the same principles</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● develop questions and plan inquiries pertaining to American ideals.</li> <li>● gather and evaluate sources about American ideals.</li> <li>● seek diverse perspectives centering around American ideals.</li> <li>● develop claims and use evidence to support opinions about American ideals.</li> </ul>

- present arguments and explanations about American ideals.
- engage in civil discourse and critique conclusions.
- take informed action based on findings in the unit.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
  - [RACE](#) style short answer
  - Essay (developing a claim, reasons, and evidence, as well as a tie back to the claim or explanation of evidence)
- Round Table Discussions
- Student Presentations
- Public product:
  - Google Slides presentation
  - Screencast
  - Pamphlet
  - PSA
  - Poster
  - Infographic
  - Choice
- [American Ideals chart](#)

### Suggested Documents, Resources, & Technology Tools

#### Documents & Resources:

-  [American Ideals Inquiry Project](#)

#### Technology Tools:

- Chromebooks
- LCD Projectors

### Modifications

#### Special Education -

- Focus on building relationships in the classroom as students engage with the topic of American ideals.
- Control the stressors for the student and manage alternate pathways for completion of assignments as students are in the inquiry process during the inquiry project.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude, and strategy as students work with new social studies skills and materials pertaining to American ideals.
- Boost engagement with material about American ideals by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response, and attempted response as they work with materials about American ideals.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it as they work with new vocabulary and questions pertaining to the inquiry project.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant, especially when giving directions centering around new social studies skills and materials pertaining to the inquiry project.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words. Utilize resources in the inquiry project.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments centering around American ideals.
- advance, accelerated, or compacted content pertaining to American ideals.
- abstract and advanced higher-level thinking to extend social studies skills and knowledge in the inquiry project.
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills that go beyond those already present in the inquiry project.
- complex, in-depth assignments about American ideals.
- diverse enrichment that broadens learning about American ideals.
- variety in types of resources as students explore the topics within the inquiry project.
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Additional modifications and accommodations as they relate to the inquiry project:

1. Individualized instruction
2. Use High Interest materials
3. Modeling
4. Provide Immediate Feedback
5. Relate learning to real life situations when possible
6. Use proximity changes about the room to keep students focused
7. Offer a printed copy or copy of teacher notes

8. Allow for spelling and grammar errors
9. Offer individual help throughout the lesson
10. Differentiated Instruction/Readings
11. Speech to Text
12. Modified Readings and Primary Source documents

### Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>