



Nutley Public Schools

Social Studies

Course Name

Unit #1: Exploration & Colonization	
Summary and Rationale	
<p>The clash of three worlds that took place following European exploration and colonization of the Americas sets the state for much of what follows in American history. The process of colonization and the characteristics of the varying colonies that followed will be studied in detail to provide a framework for understanding future developments in American political, religious, economic, and social history. Students will use documentary evidence of the colonial era to characterize interactions among peoples and the qualities of each European colony. Students will trace colonial development to allow for a strong understanding of the revolutionary periods. Interactions between Euro-Americans and Native Americans and African Americans will be examined. These interactions set the baseline for the recurring exploitation of non-white peoples by Euro-Americans over the first two and a half centuries of American history.</p> <p>Students will develop and employ historical thinking skills as they investigate patterns of exploration and colonization and draw conclusions about what may lay ahead in American history.</p>	
Recommended Pacing	
8 Weeks (September and October)	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<u>CPI</u>	<u>CPI Description</u>
6.1.4.C.7.	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	
<p>Students will:</p> <ul style="list-style-type: none"> Explain how inquiry questions are linked to essential questions for the unit, and occasionally with appropriate guidance help develop the inquiry questions for their group or team. Explain how essential questions concerning exploration and colonization are linked to important issues and themes in 7th Grade History Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. Identify points of agreement among scholars and sources in regarding exploration and colonization Determine the kinds of sources that will be helpful in answering inquiry (based on essential) and supporting questions, taking into consideration multiple points of views represented in the sources. 	<p>Students will:</p> <ul style="list-style-type: none"> Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, public policies, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding exploration and colonization. Apply appropriate and relevant economic concepts and ideas to the analysis of and/or proposed solutions to economic issues in the inquiry, and explain the factors that facilitate markets and economic growth. Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, cultural norms, goods, and ideas as related to exploration and colonization. Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries, and to compose a coherent argument regarding the past.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	
<p>Students will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. Use evidence from multiple sources to develop claims and counterclaims, identifying the strengths and weaknesses of both. 	<p>Students will:</p> <ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while utilizing multiple disciplinary concepts. Critique the strengths, weaknesses and structures of solutions to inquiries. Use deliberative and democratic processes to assess both individual and group capacities for action, taking action
<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>	

	<p>when appropriate in the classroom, school, and community.</p> <ul style="list-style-type: none"> • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays, reports ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Creation of interactive digital maps and graphical presentations. ○ Posters and other visual presentations ○ Presentations to classmates, teachers, or invited guests ○ Or, any other examples of assessments (perhaps leading to taking informed action)
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C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.6-8.	<ul style="list-style-type: none"> • Explain how a question represents key ideas in the field.
D1.2.6-8.	<ul style="list-style-type: none"> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.6-8.	<ul style="list-style-type: none"> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.6-8.	<ul style="list-style-type: none"> • Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
D1.5.6-8.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
D2.Civ.1.6-8.	<ul style="list-style-type: none"> • Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.2.6-8.	<ul style="list-style-type: none"> • Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.3.6-8.	<ul style="list-style-type: none"> • Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
D2.Civ.4.6-8.	<ul style="list-style-type: none"> • Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
D2.Civ.5.6-8.	<ul style="list-style-type: none"> • Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
D2.Civ.6.6-8.	<ul style="list-style-type: none"> • Describe the roles of political, civil, and economic organizations in shaping people’s lives.
D2.Civ.7.6-8.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.6-8.	<ul style="list-style-type: none"> • Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
D2.Civ.9.6-8.	<ul style="list-style-type: none"> • Compare deliberative processes used by a wide variety of groups in various settings.
D2.Civ.10.6-8.	<ul style="list-style-type: none"> • Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.11.6-8.	<ul style="list-style-type: none"> • Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
D2.Civ.12.6-8.	<ul style="list-style-type: none"> • Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8.	<ul style="list-style-type: none"> • Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	<ul style="list-style-type: none"> • Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8.	<ul style="list-style-type: none"> • Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8.	<ul style="list-style-type: none"> • Evaluate alternative approaches or solutions to current economic issues in terms of benefits

	and costs for different groups and society as a whole.
D2.Eco.3.6-8.	<ul style="list-style-type: none"> • Explain the roles of buyers and sellers in product, labor, and financial markets.
D2.Eco.4.6-8.	<ul style="list-style-type: none"> • Describe the role of competition in the determination of prices and wages in a market economy.
D2.Eco.5.6-8.	<ul style="list-style-type: none"> • Explain ways in which money facilitates exchange by reducing transactional costs.
D2.Eco.6.6-8.	<ul style="list-style-type: none"> • Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
D2.Eco.7.6-8.	<ul style="list-style-type: none"> • Analyze the role of innovation and entrepreneurship in a market economy.
D2.Eco.8.6-8.	<ul style="list-style-type: none"> • Explain how external benefits and costs influence market outcomes.
D2.Eco.9.6-8.	<ul style="list-style-type: none"> • Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
D2.Eco.10.6-8.	<ul style="list-style-type: none"> • Explain the influence of changes in interest rates on borrowing and investing.
D2.Eco.11.6-8.	<ul style="list-style-type: none"> • Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
D2.Eco.12.6-8.	<ul style="list-style-type: none"> • Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.13.6-8.	<ul style="list-style-type: none"> • Explain why standards of living increase as productivity improves.
D2.Eco.14.6-8.	<ul style="list-style-type: none"> • Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.15.6-8.	<ul style="list-style-type: none"> • Explain the benefits and the costs of trade policies to individuals, businesses, and society.
D2.Geo.1.6-8.	<ul style="list-style-type: none"> • Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.6-8.	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
D2.Geo.3.6-8.	<ul style="list-style-type: none"> • Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
D2.Geo.4.6-8.	<ul style="list-style-type: none"> • Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
D2.Geo.5.6-8.	<ul style="list-style-type: none"> • Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
D2.Geo.6.6-8.	<ul style="list-style-type: none"> • Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D2.Geo.7.6-8.	<ul style="list-style-type: none"> • Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
D2.Geo.8.6-8.	<ul style="list-style-type: none"> • Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.Geo.9.6-8.	<ul style="list-style-type: none"> • Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
D2.Geo.10.6-8.	<ul style="list-style-type: none"> • Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
D2.Geo.11.6-8.	<ul style="list-style-type: none"> • Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
D2.Geo.12.6-8.	<ul style="list-style-type: none"> • Explain how global changes in population distribution patterns affect changes in land use in particular places.
D2.His.1.6-8.	<ul style="list-style-type: none"> • Analyze connections among events and developments in broader historical contexts.
D2.His.2.6-8.	<ul style="list-style-type: none"> • Classify series of historical events and developments as examples of change and/or continuity.
D2.His.3.6-8.	<ul style="list-style-type: none"> • Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.4.6-8.	<ul style="list-style-type: none"> • Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8.	<ul style="list-style-type: none"> • Explain how and why perspectives of people have changed over time.
D2.His.6.6-8.	<ul style="list-style-type: none"> • Analyze how people's perspectives influenced what information is available in the historical sources they created.

D2.His.9.6-8.	<ul style="list-style-type: none"> Classify the kinds of historical sources used in a secondary interpretation
D2.His.10.6-8.	<ul style="list-style-type: none"> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
D2.His.11.6-8.	<ul style="list-style-type: none"> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.12.6-8.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.13.6-8.	<ul style="list-style-type: none"> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.14.6-8.	<ul style="list-style-type: none"> Explain multiple causes and effects of events and developments in the past.
D2.His.15.6-8.	<ul style="list-style-type: none"> Evaluate the relative influence of various causes of events and developments in the past.
D2.His.16.6-8.	<ul style="list-style-type: none"> Organize applicable evidence into a coherent argument about the past.
D2.His.17.6-8.	<ul style="list-style-type: none"> Compare the central arguments in secondary works of history on related topics in multiple media.
D3.1.6-8.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.	<ul style="list-style-type: none"> Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
D3.4.6-8.	<ul style="list-style-type: none"> Develop claims and counterclaims while pointing out the strengths and limitations of both.
D4.1.6-8.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.6-8.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
D4.3.6-8.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.6-8.	<ul style="list-style-type: none"> Critique arguments for credibility
D4.5.6-8.	<ul style="list-style-type: none"> Critique the structure of explanations.
D4.6.6-8.	<ul style="list-style-type: none"> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8.	<ul style="list-style-type: none"> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims,

		Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> The differing motives, beliefs, interests, hopes and fears of the explorers, the sending countries, and the impacted Native Americans created similarities and differences between European and Native society and greatly informed their particular view of exploration. Geography and climate greatly influenced how pre-Columbian Native society lived. European nations' competition for gold and other resources promoted the motivation and resources to sponsor exploration of the "New World." Columbian Exchange triggered a great transfer of people, plants, animals, and diseases back and forth across the Atlantic Ocean. Exploration set the stage for settlements that would become future colonies of European powers. The initial colonies were established primarily to make a profit for the mother country, provide a haven for religious freedom or economic opportunity. The differences in motivation behind settlement influenced how the colony developed. The strength of belief in the mission combined with the ability to effectively deal with Native Americans, the local geography, and disease affected the likely success or failure of the early settlements. The climate and physical geography of the colonies affected the economies and interests of the regional colonies (e. g. regional differences in jobs and economies; economic relationship between colonies and England). The colonial governments differed among the regions; however, they set the stage for the democratic government that would come. (e. g. establishment of representative government and the democratic practices that emerged including representative assemblies and town meetings; right to vote and hold office (e.g. Mayflower Compact); rule of law) The social structure of colonial America varied by region, gender, race, and class. (e.g., role and importance of religion and how it shaped America's commitment to religious toleration and free exercise of religion; social customs by region (arts, leisure activities); roles of free blacks and women (in terms of voting rights, property rights, educational opportunities, quality of life). Colonization created both opportunity and misfortune depending on one's race, class, religion, and/or gender. The introduction and institutionalization of slavery created intense hardships for those affected as well as forever shaped American history. (e.g. Responses of slaves to their condition; African slave culture, including food, shelter, recreation, and education; The impact of slavery on colonial life, including indentured servitude, the slave trade, the Middle Passage, and the Southern Plantation system; How slavery reshaped both Colonial and African life in the Americas). 		
Essential Questions		
<ul style="list-style-type: none"> What are human rights and how can they best be protected? What is "freedom"? Is geography destiny? 		

- How does perspective influence our understanding and writing of history? Do only the victors write the history?
- What does it mean to be an “American”?
- What is the best response when two or more cultures come in contact?
- To what extent is human behavior motivated by economics? By ideas?

Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- America in the World
- Environment and Geography – Physical and Human
- Ideas, Beliefs, and Culture

Suggested Inquiries: *You obviously are only choosing a few that help you answer the essential questions. This is a list of possible suggestions. Inquiries are the unit-specific versions of the essential questions.*

- How can the religious foundations of the American colonies help us understand elements of the American identity?
- How did the founding ideals of each colony impact the later development of each colony?
- What was Native American life like before European contact?
- Is America a land of opportunity?
- Did geography greatly affect the development of colonial America?
- What’s the real story of Exploration?
- Why were colonies and settlements set up?
- What factors contributed to the successes and failures of the early English settlements?
- Why did the English colonies develop differently in NE, Middle, and Southern colonies?
- How did these settlements create both opportunity and misfortune?
- How did African slaves experience colonial life?
- How did patterns of settlement impact Native American populations in different ways?
- How can competing definitions of land ownership between Native Americans and Europeans be evaluated?
- How did American Exceptionalism evolve during the colonial era and how has it impacted American policy? The view of America from abroad?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Written Products (Research - Range of Resources)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Debates - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders))

Objectives

Students will know or learn:

- Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- Explain how interactions among African, European, and Native American groups began a cultural transformation.
- Determine the roles of religious freedom and participatory government in various North American colonies.
- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

- Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
- Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

Students will be able to:

- Compare and contrast forms of governance, belief systems, and family structures among African, European and native American groups (Native American during Colonization)
- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
- Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Primary source documents
- Statistical evidence, when available
- Art and artifacts from the period
- To be added as teachers and students pilot the curriculum

**Unit #2:
American Revolution (Causes, War, and Aftermath)**

Summary and Rationale

The American Revolution stands by itself as a unit as it represents the founding of the American nation. The unit will ask students to draw on the historical thinking skills they developed in the unit about exploration and colonization. Additionally, students will assess the conclusions drawn from the previous unit and use relevant knowledge to examine how the Revolutionary War came about. A critical part of the unit will be an analysis of the Declaration of Independence in its historical context but also as a statement of human rights for the remainder of American history. Students will then study the difficulties of fighting the war from the American perspective as these difficulties had wide-ranging significance for America's experiment with government that followed. The Revolutionary War touched people across America despite the fact that not every American supported the patriotic cause. Students will examine the domestic social ramifications of the Revolutionary War. Finally, students will discuss the chaotic post-war period as America struggled with forging an identity, establishing a government, and navigating international relations.

Recommended Pacing

8 Weeks (November and December)

Standards

2014 NJ Social Studies Core Curriculum Content Standards

<i>CPI</i>	<i>CPI Description</i>
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1.8.D.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.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Explain how inquiry questions are linked to essential questions for the unit, and occasionally with appropriate guidance help develop the inquiry questions for their group or team. • Explain how essential questions concerning the American Revolution are linked to important issues and themes in 7th Grade History • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement among scholars and sources in regarding the American Revolution • Determine the kinds of sources that will be helpful in answering inquiry (based on essential) and supporting questions, taking into consideration multiple points of views represented in the sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, public policies, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding the American Revolution. • Apply appropriate and relevant economic concepts and ideas to the analysis of and/or proposed solutions to economic issues in the inquiry, and explain the factors that facilitate markets and economic growth. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, cultural norms, goods, and ideas as related to the American Revolution. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries, and to compose a coherent argument regarding the past.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to develop claims and counterclaims, identifying the strengths and weaknesses of both. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while utilizing multiple disciplinary concepts. • Critique the strengths, weaknesses and structures of solutions to inquiries. • Use deliberative and democratic processes to assess both individual and group capacities for action, taking action when appropriate in the classroom, school, and community. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays, reports ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Creation of interactive digital maps and graphical presentations. ○ Posters and other visual presentations ○ Presentations to classmates, teachers, or invited guests ○ Or, any other examples of assessments (perhaps leading to taking informed action)
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D2.Civ.13.6-8.	<ul style="list-style-type: none"> • Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	<ul style="list-style-type: none"> • Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8.	<ul style="list-style-type: none"> • Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8.	<ul style="list-style-type: none"> • Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
D2.Eco.3.6-8.	<ul style="list-style-type: none"> • Explain the roles of buyers and sellers in product, labor, and financial markets.
D2.Eco.4.6-8.	<ul style="list-style-type: none"> • Describe the role of competition in the determination of prices and wages in a market economy.
D2.Eco.5.6-8.	<ul style="list-style-type: none"> • Explain ways in which money facilitates exchange by reducing transactional costs.
D2.Eco.6.6-8.	<ul style="list-style-type: none"> • Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
D2.Eco.7.6-8.	<ul style="list-style-type: none"> • Analyze the role of innovation and entrepreneurship in a market economy.
D2.Eco.8.6-8.	<ul style="list-style-type: none"> • Explain how external benefits and costs influence market outcomes.
D2.Eco.9.6-8.	<ul style="list-style-type: none"> • Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
D2.Eco.10.6-8.	<ul style="list-style-type: none"> • Explain the influence of changes in interest rates on borrowing and investing.
D2.Eco.11.6-8.	<ul style="list-style-type: none"> • Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.

D2.Eco.12.6-8.	<ul style="list-style-type: none"> • Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.13.6-8.	<ul style="list-style-type: none"> • Explain why standards of living increase as productivity improves.
D2.Eco.14.6-8.	<ul style="list-style-type: none"> • Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.15.6-8.	<ul style="list-style-type: none"> • Explain the benefits and the costs of trade policies to individuals, businesses, and society.
D2.Geo.1.6-8.	<ul style="list-style-type: none"> • Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.6-8.	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
D2.Geo.3.6-8.	<ul style="list-style-type: none"> • Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
D2.Geo.4.6-8.	<ul style="list-style-type: none"> • Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
D2.Geo.5.6-8.	<ul style="list-style-type: none"> • Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
D2.Geo.6.6-8.	<ul style="list-style-type: none"> • Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D2.Geo.7.6-8.	<ul style="list-style-type: none"> • Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
D2.Geo.8.6-8.	<ul style="list-style-type: none"> • Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.Geo.9.6-8.	<ul style="list-style-type: none"> • Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
D2.Geo.10.6-8.	<ul style="list-style-type: none"> • Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
D2.Geo.11.6-8.	<ul style="list-style-type: none"> • Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
D2.Geo.12.6-8.	<ul style="list-style-type: none"> • Explain how global changes in population distribution patterns affect changes in land use in particular places.
D2.His.1.6-8.	<ul style="list-style-type: none"> • Analyze connections among events and developments in broader historical contexts.
D2.His.2.6-8.	<ul style="list-style-type: none"> • Classify series of historical events and developments as examples of change and/or continuity.
D2.His.3.6-8.	<ul style="list-style-type: none"> • Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.4.6-8.	<ul style="list-style-type: none"> • Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8.	<ul style="list-style-type: none"> • Explain how and why perspectives of people have changed over time.
D2.His.6.6-8.	<ul style="list-style-type: none"> • Analyze how people’s perspectives influenced what information is available in the historical sources they created.
D2.His.9.6-8.	<ul style="list-style-type: none"> • Classify the kinds of historical sources used in a secondary interpretation
D2.His.10.6-8.	<ul style="list-style-type: none"> • Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
D2.His.11.6-8.	<ul style="list-style-type: none"> • Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.12.6-8.	<ul style="list-style-type: none"> • Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.13.6-8.	<ul style="list-style-type: none"> • Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.14.6-8.	<ul style="list-style-type: none"> • Explain multiple causes and effects of events and developments in the past.
D2.His.15.6-8.	<ul style="list-style-type: none"> • Evaluate the relative influence of various causes of events and developments in the past.
D2.His.16.6-8.	<ul style="list-style-type: none"> • Organize applicable evidence into a coherent argument about the past.
D2.His.17.6-8.	<ul style="list-style-type: none"> • Compare the central arguments in secondary works of history on related topics in multiple media.

D3.1.6-8.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.	<ul style="list-style-type: none"> Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
D3.4.6-8.	<ul style="list-style-type: none"> Develop claims and counterclaims while pointing out the strengths and limitations of both.
D4.1.6-8.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.6-8.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
D4.3.6-8.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.6-8.	<ul style="list-style-type: none"> Critique arguments for credibility
D4.5.6-8.	<ul style="list-style-type: none"> Critique the structure of explanations.
D4.6.6-8.	<ul style="list-style-type: none"> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8.	<ul style="list-style-type: none"> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- Growth in the colonies and the start of self-rule coupled with British neglect created a shared experience that fostered a new identity.
- British colonial policies limited the economic and political liberties as well as freedom of movement of the colonists; however, Britain provided military protection and economic and political stability for the colonists.
- Support or opposition to the American Revolution was influenced by where you lived and your position in society.
- The war began in New England – the most anti-British of the colonial regions. It shifted to the Middle colonies and then to the South as Washington followed a defensive strategy that sought victory through exhausting the British rather than “defeating” them. Alliance with the French helped secure victory.
- Though the British had a superior fighting force, the leadership of Washington, fighting a defensive war on familiar terrain, and the support of the French all contributed to an improbable American victory.
- Our nation was founded on the principle that people consent to create a government, understanding that they give up some of their freedom in order to protect their rights of life liberty, and property.
- The Declaration of Independence is the promise and the Constitution is the fulfillment of that promise. The Declaration of Independence not only established the rationale for why people need government (protecting and securing natural rights, equal under the law), but also attempted to persuade people to join the Revolution by identifying complaints against the King.

Essential Questions

- What impact did British imperial policy have on Americans from different walks of life? How many Americans were adversely impacted by 18th century British policy?
- How did notions of representation differ in the view of colonists and some members of Parliament?
- Would you have been a revolutionary in 1776?
- Why did the colonists begin to develop an “American” identity? Was there such a thing as an 18th century American identity?
- Why did the colonies ultimately decide to break away from the crown?
- How does the Declaration of Independence answer the question of “Why we need a new government?”
- How is victory determined in war?
- Why do we need government?

Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- America in the World
- Environment and Geography – Physical and Human
- Ideas, Beliefs, and Culture

Suggested Inquiries:

- Was the colonists’ anti-imperial struggle justified? Were the British justified in the taxes implemented in the colonies?
- Did the American Revolution achieve all of its stated goals?
- Were the promises of the Declaration of Independence fulfilled?
- Who benefitted from the outcomes of the American Revolution?
- Was the American Revolution a civil war?
- How was the identity of the colonies after the Revolution different than during the colonial period?
- What impact did the American Revolutionary period have on the notion of American Exceptionalism?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Written Products (Research - Range of Resources)
- Project-based learning (Collaboration - Working Cooperatively)

- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Debates - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders)

Objectives

Students will know or learn:

- Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- Explain why New Jersey’s location played an integral role in the American Revolution.
- Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
- 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.
- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Students will be able to:

- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- To be added as teachers and students pilot the curriculum

**Unit #3:
Constitutional Convention, Constitution, and Bill of Rights**

Summary and Rationale

In this unit students will blend their historical investigation of the movement toward, and writing of, the United States Constitution and Bill of Rights with a contemporary examination of the principles outlined in these founding documents. The chaotic post-war environment studied in the preceding unit will lay the groundwork for the push to revise, and ultimately replace, the Articles of Confederation. After studying the major debates and compromises of the Constitutional Convention, the ratification debates that followed will provide context for the drafting of the Bill of Rights. After recognizing the events leading to the Constitution, students will break down the Articles of the Constitution and investigate the major principles contained within each. Students will recognize the structure of the United States government practically and philosophically and will trace the evolution of major Constitutional principles, examining the relevance of each today. Finally, since the ratification of the Constitution was predicated on a Bill of Rights, students will determine how the political environment of the time resulted in such a situation. Additionally, students will trace the major protections of the Bill of Rights from historical sources to current interpretation.

Recommended Pacing

8 Weeks (January and February)

Standards

2014 NJ Social Studies Core Curriculum Content Standards

<u>CPI</u>	<u>CPI Description</u>
6.1.8.A.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.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Dimension 1 –Developing Questions and Planning Inquiries

Dimension 2 – Applying Disciplinary Concepts

<p>Students will:</p> <ul style="list-style-type: none"> • Explain how inquiry questions are linked to essential questions for the unit, and occasionally with appropriate guidance help develop the inquiry questions for their group or team. • Explain how essential questions concerning the Constitution and Bill of Rights are linked to important issues and themes in 7th Grade History. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement among scholars and sources in regarding Constitution and Bill of Rights. • Determine the kinds of sources that will be helpful in answering inquiry (based on essential) and supporting questions, taking into consideration multiple points of views represented in the sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, public policies, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding Constitution and Bill of Rights • Apply appropriate and relevant economic concepts and ideas to the analysis of and/or proposed solutions to economic issues in the inquiry, and explain the factors that facilitate markets and economic growth. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, cultural norms, goods, and ideas as related to Constitution and Bill of Rights • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries, and to compose a coherent argument regarding the past.
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<p>D1.3.6-8.</p>	<ul style="list-style-type: none"> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

D1.4.6-8.	<ul style="list-style-type: none"> • Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
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D2.Civ.7.6-8.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.6-8.	<ul style="list-style-type: none"> • Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
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D2.Civ.13.6-8.	<ul style="list-style-type: none"> • Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	<ul style="list-style-type: none"> • Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8.	<ul style="list-style-type: none"> • Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8.	<ul style="list-style-type: none"> • Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
D2.Eco.3.6-8.	<ul style="list-style-type: none"> • Explain the roles of buyers and sellers in product, labor, and financial markets.
D2.Eco.4.6-8.	<ul style="list-style-type: none"> • Describe the role of competition in the determination of prices and wages in a market economy.
D2.Eco.5.6-8.	<ul style="list-style-type: none"> • Explain ways in which money facilitates exchange by reducing transactional costs.
D2.Eco.6.6-8.	<ul style="list-style-type: none"> • Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
D2.Eco.7.6-8.	<ul style="list-style-type: none"> • Analyze the role of innovation and entrepreneurship in a market economy.
D2.Eco.8.6-8.	<ul style="list-style-type: none"> • Explain how external benefits and costs influence market outcomes.
D2.Eco.9.6-8.	<ul style="list-style-type: none"> • Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
D2.Eco.10.6-8.	<ul style="list-style-type: none"> • Explain the influence of changes in interest rates on borrowing and investing.
D2.Eco.11.6-8.	<ul style="list-style-type: none"> • Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
D2.Eco.12.6-8.	<ul style="list-style-type: none"> • Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.13.6-8.	<ul style="list-style-type: none"> • Explain why standards of living increase as productivity improves.
D2.Eco.14.6-8.	<ul style="list-style-type: none"> • Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.15.6-8.	<ul style="list-style-type: none"> • Explain the benefits and the costs of trade policies to individuals, businesses, and society.
D2.Geo.1.6-8.	<ul style="list-style-type: none"> • Construct maps to represent and explain the spatial patterns of cultural and environmental

	characteristics.
D2.Geo.2.6-8.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
D2.Geo.3.6-8.	<ul style="list-style-type: none"> Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
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D2.Geo.10.6-8.	<ul style="list-style-type: none"> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
D2.Geo.11.6-8.	<ul style="list-style-type: none"> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
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D2.His.2.6-8.	<ul style="list-style-type: none"> Classify series of historical events and developments as examples of change and/or continuity.
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D2.His.10.6-8.	<ul style="list-style-type: none"> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
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D2.His.12.6-8.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.13.6-8.	<ul style="list-style-type: none"> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.14.6-8.	<ul style="list-style-type: none"> Explain multiple causes and effects of events and developments in the past.
D2.His.15.6-8.	<ul style="list-style-type: none"> Evaluate the relative influence of various causes of events and developments in the past.
D2.His.16.6-8.	<ul style="list-style-type: none"> Organize applicable evidence into a coherent argument about the past.
D2.His.17.6-8.	<ul style="list-style-type: none"> Compare the central arguments in secondary works of history on related topics in multiple media.
D3.1.6-8.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.	<ul style="list-style-type: none"> Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

D3.4.6-8.	<ul style="list-style-type: none"> Develop claims and counterclaims while pointing out the strengths and limitations of both.
D4.1.6-8.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.6-8.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
D4.3.6-8.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.6-8.	<ul style="list-style-type: none"> Critique arguments for credibility
D4.5.6-8.	<ul style="list-style-type: none"> Critique the structure of explanations.
D4.6.6-8.	<ul style="list-style-type: none"> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8.	<ul style="list-style-type: none"> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- The writing of the Constitution was shaped by the framer's personal backgrounds, America's experiences under the British government and Articles of Confederation, as well as the desire to protect liberty against potential threats posed by both the government and the majority.
- Both an overly powerful and overly weak central government can threaten individual's liberty. The Constitution was structured intentionally to create a government powerful enough to protect people's natural

rights but limited enough so that it could not threaten individual liberty.

- Both a pure democratic system and a non-democratic system can threaten individual's liberty. The Constitution was structured intentionally to provide a government that would be accountable to the people but limit the direct influence of the majority so that they could not threaten the liberty of the minority.
- The Bill of Rights was added to the Constitution to address concerns that the central government needed explicit limitations on its power so it could not interfere with individual's civil liberties.
- The United States Constitution is the most enduring and successful blueprint for self-government in human history because it established a government that derives its power from the people, shares power between national and state governments, protects the rights of individuals, and provides a system for orderly change through amendments and interpretation.

Essential Questions

- Why was the Constitution written in the first place?
- What shaped the framer's thinking prior to and during the writing of the Constitution? Was the Constitution merely a reflection of the personal interests of the people who wrote the document or a selfless document that sought to improve the condition of all citizens?
- How does the Constitution answer the question "Who can be trusted to govern?"
- Which is more of a threat to liberty: a powerful or weak central government?
- What is the logic behind the design of the Constitution? Is the Constitution really a democratic document?
- Was the Constitution the fulfillment of the ideals behind the American Revolution or a return to the political order established during colonial rule?
- Could the Constitution have been written without compromise?
- Why was the Constitution almost not ratified?
- Was a Bill of Rights really necessary?
- Why has the Constitution endured?

Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- America in the World
- Environment and Geography – Physical and Human
- Ideas, Beliefs, and Culture

Suggested Inquiries:

- How can we examine some of the initial debates over constitutional principles in light of current political controversies?
- Did the Constitution create the problem of power sharing between state and federal government or provide a way to solve the debate between the two?
- Is the federal or state government a more appropriate form of popular representation?
- How has the idea of compromise evolved from the era of the Constitution to current political debates?
- How have many of the major Constitutional principles evolved in interpretation or application since 1787?
- What are the benefits and challenges of a republican form of government in application?
- How did the Constitution complete or reject the goals and achievements of the American Revolution?
- How can the principles of the Bill of Rights be understood today?
- How can the Constitution be compared with the Articles of Confederation as a type of national government?
- Did the Constitution expand freedom in America?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Written Products (Research - Range of Resources)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)

- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Debates - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders))

Objectives

Students will know or learn:

- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

Students will be able to:

- Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
- Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- To be added as teachers and students pilot the curriculum

**Unit #4:
The Early Republic**

Summary and Rationale

The period of the Early Republic encompasses the first few presidential administrations. While historians agree that the Early Republic started with Washington’s first term, they differ on the terminus of the era. Here it seems most logical to take the Early Republic up to the election of Andrew Jackson. Jackson’s Presidency proved to be such a departure from his predecessors that it would be better served studied in the succeeding unit. As such, this unit will allow students to study the ways that America’s first few presidential administrations made sense out of the Constitution and forged a legitimate nation. To do so, students will continue employing historical thinking skills while drawing on their understanding of the triumphs and struggles of the Revolutionary Era and the major debates that unfolded over the Constitution. Many of these themes continued through the Early Republic and students should have the opportunity to determine how they evolved.

Additionally, students will examine the economic distress of the new nation and the ways in which the government sought to provide a stable foundation. Given competing visions for the nation’s future, students will also discuss how economic issues, the competition over the exercise of government power, and foreign policy disputes resulted in the formation of America’s first political parties. Over successive presidential administrations of the Early Republic students will be able to compare and contrast major actions and assess the impact of each. Throughout, students will also examine changes in American society as slavery evolved, Americans steadily moved south and west, and exploitative interactions with Native Americans continued.

Recommended Pacing

8 Weeks (March and April)

Standards

2014 NJ Social Studies Core Curriculum Content Standards

<i>CPI</i>	<i>CPI Description</i>
6.1.8.A.3.e	Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.B.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.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
6.1.8.C.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.

Dimension 1 –Developing Questions and Planning Inquiries

Dimension 2 – Applying Disciplinary Concepts

<p>Students will:</p> <ul style="list-style-type: none"> • Explain how inquiry questions are linked to essential questions for the unit, and occasionally with appropriate guidance help develop the inquiry questions for their group or team. • Explain how essential questions concerning the Early Republic are linked to important issues and themes in 7th Grade History • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement among scholars and sources in regarding the Early Republic. • Determine the kinds of sources that will be helpful in answering inquiry (based on essential) and supporting questions, taking into consideration multiple points of views represented in the sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, public policies, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding the Early Republic. • Apply appropriate and relevant economic concepts and ideas to the analysis of and/or proposed solutions to economic issues in the inquiry, and explain the factors that facilitate markets and economic growth. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, cultural norms, goods, and ideas as related to the Early Republic • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries, and to compose a coherent argument regarding the past.
<p><i>Dimension 3 – Evaluating Sources and Using Evidence</i></p>	<p><i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i></p>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to develop claims and counterclaims, identifying the strengths and weaknesses of both. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while utilizing multiple disciplinary concepts. • Critique the strengths, weaknesses and structures of solutions to inquiries. • Use deliberative and democratic processes to assess both individual and group capacities for action, taking action when appropriate in the classroom, school, and community. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays, reports ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Creation of interactive digital maps and graphical presentations. ○ Posters and other visual presentations ○ Presentations to classmates, teachers, or invited guests ○ Or, any other examples of assessments (perhaps leading to taking informed action)
<p><i>C3 Framework Indicators (K-12 Pathways)</i></p>	
<p><i>C3 Indicator</i></p>	<p><i>C3 Indicator Description (Delete any not used)</i></p>
<p>D1.1.6-8.</p>	<ul style="list-style-type: none"> • Explain how a question represents key ideas in the field.
<p>D1.2.6-8.</p>	<ul style="list-style-type: none"> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
<p>D1.3.6-8.</p>	<ul style="list-style-type: none"> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

D1.4.6-8.	<ul style="list-style-type: none"> Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
D1.5.6-8.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
D2.Civ.1.6-8.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.2.6-8.	<ul style="list-style-type: none"> Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.3.6-8.	<ul style="list-style-type: none"> Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
D2.Civ.4.6-8.	<ul style="list-style-type: none"> Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
D2.Civ.5.6-8.	<ul style="list-style-type: none"> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
D2.Civ.6.6-8.	<ul style="list-style-type: none"> Describe the roles of political, civil, and economic organizations in shaping people's lives.
D2.Civ.7.6-8.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.6-8.	<ul style="list-style-type: none"> Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
D2.Civ.9.6-8.	<ul style="list-style-type: none"> Compare deliberative processes used by a wide variety of groups in various settings.
D2.Civ.10.6-8.	<ul style="list-style-type: none"> Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.11.6-8.	<ul style="list-style-type: none"> Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
D2.Civ.12.6-8.	<ul style="list-style-type: none"> Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8.	<ul style="list-style-type: none"> Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	<ul style="list-style-type: none"> Compare historical and contemporary means of changing societies, and promoting the common good.
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D2.His.4.6-8.	<ul style="list-style-type: none"> Analyze multiple factors that influenced the perspectives of people during different historical eras.
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D2.His.11.6-8.	<ul style="list-style-type: none"> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.12.6-8.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.13.6-8.	<ul style="list-style-type: none"> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.14.6-8.	<ul style="list-style-type: none"> Explain multiple causes and effects of events and developments in the past.
D2.His.15.6-8.	<ul style="list-style-type: none"> Evaluate the relative influence of various causes of events and developments in the past.
D2.His.16.6-8.	<ul style="list-style-type: none"> Organize applicable evidence into a coherent argument about the past.
D2.His.17.6-8.	<ul style="list-style-type: none"> Compare the central arguments in secondary works of history on related topics in multiple media.
D3.1.6-8.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.	<ul style="list-style-type: none"> Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

D3.4.6-8.	<ul style="list-style-type: none"> Develop claims and counterclaims while pointing out the strengths and limitations of both.
D4.1.6-8.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.6-8.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
D4.3.6-8.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.6-8.	<ul style="list-style-type: none"> Critique arguments for credibility
D4.5.6-8.	<ul style="list-style-type: none"> Critique the structure of explanations.
D4.6.6-8.	<ul style="list-style-type: none"> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8.	<ul style="list-style-type: none"> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- New governments are judged to be legitimate and successful if they use the authority given to them by the people to carry out the mission of promoting unity, developing a good governance structure with democratic participation, providing security while protecting individual liberty, and creating economic well-being.
- “Early national America” is best understood as a post-revolutionary society; it had to resolve problems of instability not unlike those that have faced post-revolutionary societies in other times and places.

<ul style="list-style-type: none"> • It was a society that was fragile and needed to be secure, unified, and providing economic opportunity. Therefore, this was the primary charge of the early administrations and as such, the power of the federal government expanded greatly. • It was a society committed to maintaining slavery and deferential patterns of relations between the races, yet it was also a society developing a radically new political system that was more democratic and inclusive than historically had existed.
Essential Questions <ul style="list-style-type: none"> • What is different about “winning the war” from “winning the peace”? • How does America make the shift from “fighting for” to becoming a new country? • Were the Founders successful in forging a new country because of or in spite of the vision the Declaration of Independence and the Constitution laid out? • Whose ideas were best for the new nation, Hamilton's or Jefferson's? • Are political parties good for our nation? (Federalists v. Democratic/Republicans) • Should the United States seek alliances with other nations? •
Themes <ul style="list-style-type: none"> • Identity • Work, Exchange, and Technology • Peopling • Politics and Power • America in the World • Environment and Geography – Physical and Human • Ideas, Beliefs, and Culture
Suggested Inquiries: <ul style="list-style-type: none"> • Was Washington’s presidency a successful implementation of the Constitution or a failed attempt at governing the nations’ differing ideologies? • Were the dilemmas of competing political ideologies ultimately beneficial or did they hinder American progress? • How can the Federalist attempt to reform the American economy be viewed in light of the Revolutionary experience or as compared to other periods of government response to economic turmoil? • Is it possible to justify the restriction of civil liberties? For political purposes? For national security? • To what extent were American politics participatory during the early republic? • Did westward expansion during the early republic set the stage for later westward movement or were the characteristics different? • Should the United States set its foreign policy ideologically or in reaction to international events and other nations’ decisions?
Evidence of Learning (Assessments – parenthetical notes reference competencies) <ul style="list-style-type: none"> • Capstone Project (Communication – Expression of Self) • Written Products (Research - Range of Resources) • Project-based learning (Collaboration - Working Cooperatively) • Document-based multiple choice questions (Problem Solving - Approach to Solving) • Presentation - (Self-Awareness and Direction - Personal Management) • Discussion/Debates - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders)
Objectives <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties. • Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. • Assess the extent to which voting rights were expanded during the Jacksonian period. • The issues, principles, and political differences (John Adams and Alexander Hamilton v. Thomas Jefferson)

and James Madison) that led to the development in the first political parties.

- The problems, policies, and achievements of President George Washington’s administration.
- The influence and impact of the French Revolution on American politics.
- The influence of the French Revolution on American politics (Transition from the presidencies of Washington and Adams to Jefferson and Madison).
- The problems, policies, and achievements of President Thomas Jefferson’s administration, especially the Louisiana Purchase and the Embargo Act.
- The causes and important results of the War of 1812 and the extent to which this war should be viewed as a Second American Revolution.
- The pivotal impact that the Monroe Doctrine has had on American foreign policy in the 19th and 20th centuries. How religion affected the political decisions made during this time period.
- That the development of a market economy changed American households.

Students will be able to:

- Analyze the varying views of Jefferson v. Hamilton on the role, powers, and policies of the Federal government and assess whether the Federalists or the Democratic-Republicans had the best economic and political ideas and policies for the early Republic.
- Analyze and assess the reasons for the formation of early political parties and their role in a newly functioning government.
- Explain and evaluate the political formation of the nation through the study of attitudes and actions of the first two presidents; Washington and Adams, noting the importance of the precedents set in making the new government function.
- Analyze and assess the extent to which the Alien and Sedition Acts violated citizens’ rights.
- Explain and evaluate the political formation of the nation through the study of attitudes and actions of the Democratic Republican Presidents: Jefferson, Madison, and Monroe, noting the importance of the precedents set in making the new government function.
- Analyze and assess the causes and results of the War of 1812 (market economy, nationalism, psychological and territorial Independence, etc.).
- Analyze and assess the original concept and long-term implications of the Monroe Doctrine on American foreign policy in the 19th

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- To be added as teachers and students pilot the curriculum

**Unit #5:
The Antebellum Era:
Expansion, Reform, and Causes of the Civil War**

Summary and Rationale

Given the pacing of this unit, it will focus most heavily on the causes of the Civil War. However, it will begin with an analysis of how American politics and society changed with Andrew Jackson’s presidency. The idea of a more participatory democracy, an empowered presidency, and the removal of Native Americans to pave the way for continued westward expansion are all relevant to the onset of the Civil War. Students will study Jackson’s presidency as a prelude to the expansion that sparked national tension over slavery. They will also be able to note how broader American political participation added additional voices to the competition over slavery. Finally, it is clear that Jackson’s presidential style in many ways enabled Lincoln to exercise power as he did.

After this transition from the Early Republic, the unit will focus on the causes of the Civil War. Students will be able to weave the issues of expansion and reform into the major events that propelled the country toward disunion and war. Recognizing the interrelationship of the causes of a crisis as significant as the Civil War is critical for any student of United States history. As such while this unit will include other elements of the Antebellum era, they will be studied through the lens of the Causes of the Civil War.

Recommended Pacing

4 Weeks (May)

Standards

2014 NJ Social Studies Core Curriculum Content Standards

<i>CPI</i>	<i>CPI Description</i>
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.1.8.D.4.b	Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
Dimension 1 – Developing Questions and Planning Inquiries	
Dimension 2 – Applying Disciplinary Concepts	

<p>Students will:</p> <ul style="list-style-type: none"> • Explain how inquiry questions are linked to essential questions for the unit, and occasionally with appropriate guidance help develop the inquiry questions for their group or team. • Explain how essential questions concerning the Antebellum Era are linked to important issues and themes in 7th Grade History. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement among scholars and sources in regarding the Antebellum Era. • Determine the kinds of sources that will be helpful in answering inquiry (based on essential) and supporting questions, taking into consideration multiple points of views represented in the sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, public policies, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding the Antebellum Era. • Apply appropriate and relevant economic concepts and ideas to the analysis of and/or proposed solutions to economic issues in the inquiry, and explain the factors that facilitate markets and economic growth. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, cultural norms, goods, and ideas as related to the Antebellum Era. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries, and to compose a coherent argument regarding the past.
<p><i>Dimension 3 – Evaluating Sources and Using Evidence</i></p>	<p><i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i></p>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to develop claims and counterclaims, identifying the strengths and weaknesses of both. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while utilizing multiple disciplinary concepts. • Critique the strengths, weaknesses and structures of solutions to inquiries. • Use deliberative and democratic processes to assess both individual and group capacities for action, taking action when appropriate in the classroom, school, and community. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays, reports ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Creation of interactive digital maps and graphical presentations. ○ Posters and other visual presentations ○ Presentations to classmates, teachers, or invited guests ○ Or, any other examples of assessments (perhaps leading to taking informed action)
<p><i>C3 Framework Indicators (K-12 Pathways)</i></p>	
<p><i>C3 Indicator</i></p>	<p><i>C3 Indicator Description (Delete any not used)</i></p>
<p>D1.1.6-8.</p>	<ul style="list-style-type: none"> • Explain how a question represents key ideas in the field.
<p>D1.2.6-8.</p>	<ul style="list-style-type: none"> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
<p>D1.3.6-8.</p>	<ul style="list-style-type: none"> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

D1.4.6-8.	<ul style="list-style-type: none"> Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
D1.5.6-8.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
D2.Civ.1.6-8.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.2.6-8.	<ul style="list-style-type: none"> Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.3.6-8.	<ul style="list-style-type: none"> Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
D2.Civ.4.6-8.	<ul style="list-style-type: none"> Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
D2.Civ.5.6-8.	<ul style="list-style-type: none"> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
D2.Civ.6.6-8.	<ul style="list-style-type: none"> Describe the roles of political, civil, and economic organizations in shaping people's lives.
D2.Civ.7.6-8.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.6-8.	<ul style="list-style-type: none"> Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
D2.Civ.9.6-8.	<ul style="list-style-type: none"> Compare deliberative processes used by a wide variety of groups in various settings.
D2.Civ.10.6-8.	<ul style="list-style-type: none"> Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.11.6-8.	<ul style="list-style-type: none"> Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
D2.Civ.12.6-8.	<ul style="list-style-type: none"> Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8.	<ul style="list-style-type: none"> Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	<ul style="list-style-type: none"> Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8.	<ul style="list-style-type: none"> Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8.	<ul style="list-style-type: none"> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
D2.Eco.3.6-8.	<ul style="list-style-type: none"> Explain the roles of buyers and sellers in product, labor, and financial markets.
D2.Eco.4.6-8.	<ul style="list-style-type: none"> Describe the role of competition in the determination of prices and wages in a market economy.
D2.Eco.5.6-8.	<ul style="list-style-type: none"> Explain ways in which money facilitates exchange by reducing transactional costs.
D2.Eco.6.6-8.	<ul style="list-style-type: none"> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
D2.Eco.7.6-8.	<ul style="list-style-type: none"> Analyze the role of innovation and entrepreneurship in a market economy.
D2.Eco.8.6-8.	<ul style="list-style-type: none"> Explain how external benefits and costs influence market outcomes.
D2.Eco.9.6-8.	<ul style="list-style-type: none"> Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
D2.Eco.10.6-8.	<ul style="list-style-type: none"> Explain the influence of changes in interest rates on borrowing and investing.
D2.Eco.11.6-8.	<ul style="list-style-type: none"> Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
D2.Eco.12.6-8.	<ul style="list-style-type: none"> Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.13.6-8.	<ul style="list-style-type: none"> Explain why standards of living increase as productivity improves.
D2.Eco.14.6-8.	<ul style="list-style-type: none"> Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.15.6-8.	<ul style="list-style-type: none"> Explain the benefits and the costs of trade policies to individuals, businesses, and society.
D2.Geo.1.6-8.	<ul style="list-style-type: none"> Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.2.6-8.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
D2.Geo.3.6-8.	<ul style="list-style-type: none"> Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
D2.Geo.4.6-8.	<ul style="list-style-type: none"> Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
D2.Geo.5.6-8.	<ul style="list-style-type: none"> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
D2.Geo.6.6-8.	<ul style="list-style-type: none"> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D2.Geo.7.6-8.	<ul style="list-style-type: none"> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
D2.Geo.8.6-8.	<ul style="list-style-type: none"> Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.Geo.9.6-8.	<ul style="list-style-type: none"> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
D2.Geo.10.6-8.	<ul style="list-style-type: none"> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
D2.Geo.11.6-8.	<ul style="list-style-type: none"> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
D2.Geo.12.6-8.	<ul style="list-style-type: none"> Explain how global changes in population distribution patterns affect changes in land use in particular places.
D2.His.1.6-8.	<ul style="list-style-type: none"> Analyze connections among events and developments in broader historical contexts.
D2.His.2.6-8.	<ul style="list-style-type: none"> Classify series of historical events and developments as examples of change and/or continuity.
D2.His.3.6-8.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.4.6-8.	<ul style="list-style-type: none"> Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8.	<ul style="list-style-type: none"> Explain how and why perspectives of people have changed over time.
D2.His.6.6-8.	<ul style="list-style-type: none"> Analyze how people's perspectives influenced what information is available in the historical sources they created.
D2.His.9.6-8.	<ul style="list-style-type: none"> Classify the kinds of historical sources used in a secondary interpretation
D2.His.10.6-8.	<ul style="list-style-type: none"> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
D2.His.11.6-8.	<ul style="list-style-type: none"> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.12.6-8.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
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D2.His.16.6-8.	<ul style="list-style-type: none"> Organize applicable evidence into a coherent argument about the past.
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D3.3.6-8.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
D3.4.6-8.	<ul style="list-style-type: none"> Develop claims and counterclaims while pointing out the strengths and limitations of both.

D4.1.6-8.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.6-8.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
D4.3.6-8.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.6-8.	<ul style="list-style-type: none"> Critique arguments for credibility
D4.5.6-8.	<ul style="list-style-type: none"> Critique the structure of explanations.
D4.6.6-8.	<ul style="list-style-type: none"> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8.	<ul style="list-style-type: none"> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
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Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- The United States was a society committed to maintaining slavery and deferential patterns of relations between the races, yet it was also a society developing a radically new political system that was more democratic and inclusive than historically had existed.
- It was a society that began a rapid settlement of western territories, which in part due to the belief that the U.S. was destined to continue to grow and expand. To carry out this mission, the U.S. would have to confront Mexico and Britain that claimed large parts of North America, as well needing to have to reach some

accommodation with the Native Americans.

- The seeds of the Civil War were sewn in the compromises made within the Constitution that protected slavery, the subsequent ineffectual political compromises, and the growing Southern belief that central government served as an extension of Northern interests.
- The country began to develop into two different societies with distinct economies, culture, and political views that could not be held together by further compromises that pleased neither side and avoided solving the issue of slavery.

Essential Questions

- Why did Americans feel the need to expand and move out west?
- How did America grow territorially?
- How did our move west affect the relationship between the North/South? With other countries?
- How did America change (both in terms of geography and identity) as a result of territorial expansion?
- Did America's move west create more opportunity or misfortune?
- Was the west settled or conquered?
- Was the Constitution partly to blame for the Civil War?
- Why was compromise an unsuccessful strategy in preventing conflict?
- Did slavery cause the Civil War?

Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- America in the World
- Environment and Geography – Physical and Human
- Ideas, Beliefs, and Culture

Suggested Inquiries:

- How were the motives of Americans who expanded west similar to, or different than, those who immigrated to America from abroad?
- What were the political consequences of westward expansion?
- Should Americans who moved westward be viewed as courageous trailblazers or aggressive conquerors?
- To what extent did congressional and executive action bring about the Civil War?
- Were social movements to eradicate slavery and otherwise reform society successful in achieving their goals?
- Why did the spirit of compromise that prevailed at the Constitutional Convention fail to address the onset of the Civil War?
- How can we assess the interrelationship of causes of the Civil War to evaluate the centrality of slavery to the outbreak of war?
- Does the desire to reform American society represent an enhancement or rejection of American Exceptionalism?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Written Products (Research - Range of Resources)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Debates - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders))

Objectives

Students will know or learn:

- Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
- Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
- Assess the role that economics played in enabling the North and South to wage war

Students will be able to:

- Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
- Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
- Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Argumentative Writing
- Informative Writing
- Research-based Writing

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- To be added as teachers and students pilot the curriculum

**Unit #6:
Civil War & Reconstruction**

Summary and Rationale

Given many of the differences that existed between the northern and southern colonies since their founding, culminating the year with the crisis of union and the period that struggled to repair it while address these long-lasting problems is necessary. Students will bring together disparate historical information from the year and use their historical thinking skills to determine whether the war and Reconstruction resolved the nation’s deep-seated problems. While examining the prosecution of the war, students will highlight how the Civil War transformed warfare, how Lincoln transformed executive power, and how the nation addressed the problem of slavery. Finally, with an opportunity to examine Reconstruction, students will look into the social, economic, political, and legal challenges of repairing the union and addressing the problems of slavery and race relations. Given our continuous evolution as a nation dealing with race relations, students will benefit from comparing the challenges of Reconstruction to similar contemporary struggles.

Recommended Pacing

4 Weeks (June)

Standards

2014 NJ Social Studies Core Curriculum Content Standards

<i>CPI</i>	<i>CPI Description</i>
6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.B.5.a	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all
6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.
6.1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states
6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.

Dimension 1 –Developing Questions and Planning Inquiries

- Students will:
- Explain how inquiry questions are linked to essential questions for the unit, and occasionally with appropriate guidance help develop the inquiry questions for their group or team.
 - Explain how essential questions concerning

Dimension 2 – Applying Disciplinary Concepts

- Students will:
- Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, public policies, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and

<p>the Civil War and Reconstruction are linked to important issues and themes in 7th Grade History.</p> <ul style="list-style-type: none"> • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement among scholars and sources in regarding the Civil War and Reconstruction. • Determine the kinds of sources that will be helpful in answering inquiry (based on essential) and supporting questions, taking into consideration multiple points of views represented in the sources. 	<p>international political order during/regarding the Civil War and Reconstruction.</p> <ul style="list-style-type: none"> • Apply appropriate and relevant economic concepts and ideas to the analysis of and/or proposed solutions to economic issues in the inquiry, and explain the factors that facilitate markets and economic growth. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, cultural norms, goods, and ideas as related to the Civil War and Reconstruction. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries, and to compose a coherent argument regarding the past.
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<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
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<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to develop claims and counterclaims, identifying the strengths and weaknesses of both. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while utilizing multiple disciplinary concepts. • Critique the strengths, weaknesses and structures of solutions to inquiries. • Use deliberative and democratic processes to assess both individual and group capacities for action, taking action when appropriate in the classroom, school, and community. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays, reports ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Creation of interactive digital maps and graphical presentations. ○ Posters and other visual presentations ○ Presentations to classmates, teachers, or invited guests ○ Or, any other examples of assessments (perhaps leading to taking informed action)
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C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description (Delete any not used)</u>
D1.1.6-8.	<ul style="list-style-type: none"> • Explain how a question represents key ideas in the field.
D1.2.6-8.	<ul style="list-style-type: none"> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.6-8.	<ul style="list-style-type: none"> • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.6-8.	<ul style="list-style-type: none"> • Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
D1.5.6-8.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
D2.Civ.1.6-8.	<ul style="list-style-type: none"> • Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.2.6-8.	<ul style="list-style-type: none"> • Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.3.6-8.	<ul style="list-style-type: none"> • Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
D2.Civ.4.6-8.	<ul style="list-style-type: none"> • Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
D2.Civ.5.6-8.	<ul style="list-style-type: none"> • Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
D2.Civ.6.6-8.	<ul style="list-style-type: none"> • Describe the roles of political, civil, and economic organizations in shaping people's lives.
D2.Civ.7.6-8.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.6-8.	<ul style="list-style-type: none"> • Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
D2.Civ.9.6-8.	<ul style="list-style-type: none"> • Compare deliberative processes used by a wide variety of groups in various settings.
D2.Civ.10.6-8.	<ul style="list-style-type: none"> • Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.11.6-8.	<ul style="list-style-type: none"> • Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
D2.Civ.12.6-8.	<ul style="list-style-type: none"> • Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8.	<ul style="list-style-type: none"> • Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	<ul style="list-style-type: none"> • Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8.	<ul style="list-style-type: none"> • Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8.	<ul style="list-style-type: none"> • Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
D2.Eco.3.6-8.	<ul style="list-style-type: none"> • Explain the roles of buyers and sellers in product, labor, and financial markets.
D2.Eco.4.6-8.	<ul style="list-style-type: none"> • Describe the role of competition in the determination of prices and wages in a market economy.
D2.Eco.5.6-8.	<ul style="list-style-type: none"> • Explain ways in which money facilitates exchange by reducing transactional costs.
D2.Eco.6.6-8.	<ul style="list-style-type: none"> • Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
D2.Eco.7.6-8.	<ul style="list-style-type: none"> • Analyze the role of innovation and entrepreneurship in a market economy.
D2.Eco.8.6-8.	<ul style="list-style-type: none"> • Explain how external benefits and costs influence market outcomes.
D2.Eco.9.6-8.	<ul style="list-style-type: none"> • Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
D2.Eco.10.6-8.	<ul style="list-style-type: none"> • Explain the influence of changes in interest rates on borrowing and investing.
D2.Eco.11.6-8.	<ul style="list-style-type: none"> • Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
D2.Eco.12.6-8.	<ul style="list-style-type: none"> • Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.13.6-8.	<ul style="list-style-type: none"> • Explain why standards of living increase as productivity improves.
D2.Eco.14.6-8.	<ul style="list-style-type: none"> • Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.15.6-8.	<ul style="list-style-type: none"> • Explain the benefits and the costs of trade policies to individuals, businesses, and society.
D2.Geo.1.6-8.	<ul style="list-style-type: none"> • Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.6-8.	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
D2.Geo.3.6-8.	<ul style="list-style-type: none"> • Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
D2.Geo.4.6-8.	<ul style="list-style-type: none"> • Explain how cultural patterns and economic decisions influence environments and the daily

	lives of people in both nearby and distant places.
D2.Geo.5.6-8.	<ul style="list-style-type: none"> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
D2.Geo.6.6-8.	<ul style="list-style-type: none"> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D2.Geo.7.6-8.	<ul style="list-style-type: none"> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
D2.Geo.8.6-8.	<ul style="list-style-type: none"> Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.Geo.9.6-8.	<ul style="list-style-type: none"> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
D2.Geo.10.6-8.	<ul style="list-style-type: none"> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
D2.Geo.11.6-8.	<ul style="list-style-type: none"> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
D2.Geo.12.6-8.	<ul style="list-style-type: none"> Explain how global changes in population distribution patterns affect changes in land use in particular places.
D2.His.1.6-8.	<ul style="list-style-type: none"> Analyze connections among events and developments in broader historical contexts.
D2.His.2.6-8.	<ul style="list-style-type: none"> Classify series of historical events and developments as examples of change and/or continuity.
D2.His.3.6-8.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.4.6-8.	<ul style="list-style-type: none"> Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8.	<ul style="list-style-type: none"> Explain how and why perspectives of people have changed over time.
D2.His.6.6-8.	<ul style="list-style-type: none"> Analyze how people's perspectives influenced what information is available in the historical sources they created.
D2.His.9.6-8.	<ul style="list-style-type: none"> Classify the kinds of historical sources used in a secondary interpretation
D2.His.10.6-8.	<ul style="list-style-type: none"> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
D2.His.11.6-8.	<ul style="list-style-type: none"> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.12.6-8.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.13.6-8.	<ul style="list-style-type: none"> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.14.6-8.	<ul style="list-style-type: none"> Explain multiple causes and effects of events and developments in the past.
D2.His.15.6-8.	<ul style="list-style-type: none"> Evaluate the relative influence of various causes of events and developments in the past.
D2.His.16.6-8.	<ul style="list-style-type: none"> Organize applicable evidence into a coherent argument about the past.
D2.His.17.6-8.	<ul style="list-style-type: none"> Compare the central arguments in secondary works of history on related topics in multiple media.
D3.1.6-8.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.	<ul style="list-style-type: none"> Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
D3.4.6-8.	<ul style="list-style-type: none"> Develop claims and counterclaims while pointing out the strengths and limitations of both.
D4.1.6-8.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.6-8.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
D4.3.6-8.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations on topics of interest to others to reach

	audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.6-8.	<ul style="list-style-type: none"> • Critique arguments for credibility
D4.5.6-8.	<ul style="list-style-type: none"> • Critique the structure of explanations.
D4.6.6-8.	<ul style="list-style-type: none"> • Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8.	<ul style="list-style-type: none"> • Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8.	<ul style="list-style-type: none"> • Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Common Core Standards Alignment

<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- **Leave blank, this curriculum is currently under revision, as is ours.**

Instructional Focus

Enduring Understanding(s)

- Northerners, after Gettysburg, began to perceive the Civil War much more as a moral crusade against slavery than had been at its start.
- Geography influenced why the war was fought, how it was fought, and how reconstruction was managed.
- The Civil War transformed the United States – one that valued nation over section; saw the federal government become the engine of social and economic progress; and witnessed the birth of a modern economy.
- By the end of Reconstruction, slavery was dead, the Union preserved, and both North and South transformed. However, the ideal of a society purged of racial injustice went unfulfilled as the South remained segregated for almost another 100 years.
- The social structure populated by masters, slaves, and self-sufficient yeomen was evolving into a world of landlords, merchants, and sharecroppers, both black and white. Also fading into the past was Lincoln’s America – a world dominated by the small shop and family farm – as a rapidly industrializing economy took hold in the

North.

- A new national principle of equality before the law was established and federal government was invested with the authority to enforce the civil rights of citizens against violations by states. It was a dramatic experiment of giving blacks, within a few years of freedom, universal manhood suffrage and the ability to exercise political power.
- Reconstruction failed to distribute land to the former slaves and thereby creating an economic base for their newly created political rights and failed to provide adequate protection for those rights against the actions of both private (e.g. KKK) and public (e.g. states and local governments) actors.
- Two of the most significant lasting positive outcomes of the Civil War era were a newly empowered national government and the idea of a national citizenry that enjoys equality before the law. The Civil War Amendments (13, 14, 15) were the most significant constitutional changes since the Bill of Rights. The 13th abolished slavery and the 15th prohibited the states from depriving the right to vote because of race (although leaving open other forms of disenfranchisement, including sex, property, literacy, and payment of a poll tax). The 14th transformed the definition of American citizenship and equality before the law regardless of race with enforcement provided by the federal government. The federal government shifted from being considered a threat to liberty to the “custodian of freedom”.
- However, a lasting negative outcome of the Civil War and Reconstruction was the institution and systemization of segregation and discrimination. This was reinforced by legislation (e.g. black codes, Jim Crow laws), intimidation (e.g. KKK), and the Constitution (the Court’s backing of “separate but equal” in Plessy)
- It wasn’t until the 1950s and 1960s that a mass movement of black Southerners and white supporters, coupled with a newly activist Supreme Court, reinvigorated these amendments as pillars of racial justice in what is called the Civil Rights Movement.

Essential Questions

- How did the Civil War change America?
- How did geography contribute to and influence the outcome of the Civil War?
- Did Reconstruction move us closer to or further away from our nation’s ideals?
- How was Reconstruction a “civil war” between Congress and the President?
- Can one society truly understand and rebuild another society’s broken social structure?

Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- America in the World
- Environment and Geography – Physical and Human
- Ideas, Beliefs, and Culture

Suggested Inquiries:

- How did the Civil War impact the American identity? Has the American identity evolved significantly since the Civil War?
- How can we evaluate resources and geography in order to better understand the Civil War?
- What impact did the Civil War have on the social and economic fabric of the United States?
- To what degree did Reconstruction protect or extend the achievements of the Civil War?
- How can we use the era of Reconstruction to re-evaluate the achievements/impact of 19th century reformers?
- What does the nature of American diplomacy during the Civil War say about America’s position in the world at the time?
- How can we assess the effectiveness of the Fourteenth Amendment in bringing about true equality before the law?
- How can we use the political tension of Reconstruction, highlighted by Johnson’s impeachment, to analyze the partisan tension between Executive and Legislature?
- How did the Civil War and Reconstruction reconfigure American race relations? To what extent did this era address issues in American race relations SINCE the colonial era? How extensive has our progress in race

relations been SINCE the 19th century

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Written Products (Research - Range of Resources)
- Project-based learning (Collaboration - Working Cooperatively)
- Document-based multiple choice questions (Problem Solving - Approach to Solving)
- Presentation - (Self-Awareness and Direction - Personal Management)
- Discussion/Debates - (Research/Communication - (Learning and Evaluation/Awareness of Audience and Stakeholders))

Objectives

Students will know or learn:

- Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
- Assess the human and material costs of the Civil War in the North and South.
- Examine the roles of women, African Americans, and Native Americans in the Civil War.
- Explain why the Civil War was more costly to America than previous conflicts were.

Students will be able to:

- Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- Analyze the economic impact of Reconstruction on the South from different perspectives.
- Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- Evaluate how political and military leadership affected the outcome of the Civil War.
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Argumentative Writing

- Informative Writing
- Research-based Writing

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- To be added as teachers and students pilot the curriculum