

Wayne Township Public Schools

Grade 6

Unit 1

Curriculum Guide

Approved September 2022

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| Content Area: | Social Studies |
| Grade Level: | Grade 6 |
| Course: | US History 1 |
| Unit Plan Title: | Unit 1: Revolution and Independence |
| Time Frame: | 4-5 Weeks |
| Pacing Guide: | Pacing Guide |
| NJ Mandates Addressed in this Unit of Study: | Amistad Law: N.J.S.A. 18A 52:16A-88 Holocaust Law: N.J.S.A. 18A:35-28 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Climate Change |

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Era 3: Revolution and the New Nation (1754-1820s)

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Disciplinary Concept: Civics, Government, and Human Rights: Participation and Deliberation

Core Idea: *The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.*

6.1.8.CivicsPD.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

Disciplinary Concept: Geography, People and the Environment: Spatial Views of the World

Core Idea: *Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.*

6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

Disciplinary Concept: History, Culture and Perspectives: Continuity and Change

Core Idea: *Chronological sequencing helps us track events over time as well as events that took place at the same time.*

6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

Disciplinary Concept: History, Culture and Perspectives: Continuity and Change

Core Idea: *Historical events and developments are shaped by social, political, cultural, technological, and economic factors.*

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

Disciplinary Concept: History, Culture and Perspectives: Understanding Perspectives

Core Idea: *Historical contexts and events shaped and continue to shape people's perspectives.*

6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected the United States relationship with Native Americans and with European powers that had territories in North America from multiple perspectives.

Disciplinary Concept: History, Culture and Perspectives: Historical Sourcing and Evidence

Core Idea: *Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.*

6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution

2016 NJSLA for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

NJSLSA.R1. *Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

- **RH.6-8.1.** *Cite specific textual evidence to support analysis of primary and secondary sources.*

NJSLSA.R2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

- **RH.6-8.2.** *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

NJSLSA.R3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

- **RH.6-8.3.** *Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).*

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- **RH.6-8.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- **RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- **RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- **RH.6-8.9.** Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- **RH.6-8.10.** *By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

- **WHST.6-8.1.** *Write arguments focused on discipline-specific content.*
 - *A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
 - *B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.*
 - *C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
 - *D. Establish and maintain a formal/academic style, approach, and form.*
 - *E. Provide a concluding statement or section that follows from and supports the argument presented.*

NJSLSA.W2. *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*

- **WHST.6-8.2.** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.*
 - *A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.*

- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **WHST.6-8.3.** In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- *WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*

NJSLSA.W8. *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

- *WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*

NJSLSA.W9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

- *WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.*

Range of Writing

NJSLSA.W10. *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- *WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

Interdisciplinary Standards: 2016 NJSL for Mathematics: Grade 6-8

6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the

relationship between distance and time.

Interdisciplinary Standards: 2020 NJSLs for Science: Grades 6-8

Title: Here

1.1.8.A.1-- Performance Expectation Here

Interdisciplinary Standards: New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8

Dance

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Media Arts

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

General Music

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Composition and Theory

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Ensembles

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Harmonizing Instruments

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Technology

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Theater

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Visual

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Personal Financial Literacy

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Career Awareness, Exploration, Preparation, and Training

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Life Literacies and Key Skills

Creativity and Innovation:

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Critical Thinking and Problem-solving:

Core Idea: *Multiple solutions often exist to solve a problem.*

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Core Idea: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Information and Media Literacy:

Core Idea: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Core Idea: *There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.*

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

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

Core Idea: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Digital Citizenship:

Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

Global and Cultural Awareness:

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

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

Unit Summary

The purpose of this unit is to review the causes of the American Revolution. These causes include a growing sense of nationalism sparked in part by the French and Indian War, opposition to the taxation placed on the colonies by Parliament, events like the Boston Massacre and Boston Tea Party, and the use of propaganda to create a patriotic fever in the colonies. Students will also be exposed to the loyalist point of view which abounded in the thirteen colonies. Students will learn how the American colonies took the dramatic step of declaring their independence as Thomas Jefferson, a delegate to the Second Continental Congress, was selected to write the Declaration of Independence on July 4, 1776.

Essential Questions

- How did the American Revolution promote change? Did it fulfill change for all members of society?
- What conditions are necessary for a revolution?
- What principles of government are expressed in the Declaration of Independence?
- How was the Continental army able to win the war for independence from Great Britain?

Enduring Understandings

- Revolution was the result of a variety of factors, including new legislation passed by England as well as a shift in the leadership of the colonies, which led to unrest in the colonies.
- Revolutions occur when people are dissatisfied with their social status and the ineffectiveness of the government.
- The government principles established by the Declaration of Independence shaped the American experience from early to modern times.
- The Declaration of Independence has evolved since its inception and the manner in which it has applied to all Americans has been debated and expanded throughout American history.
- To understand historical events, analysis of geography, populations, timelines and primary sources of multiple perspectives, establishes the most complete picture of the historical events.

| NJSLS & Mandates | Student Learning Targets/Content | Learning Activities |
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| <p><u>Social Studies</u> 6.1.8.HistoryCC.3. a 6.1.8.HistoryUP.3.b</p> <p><u>ELA Companion</u> RST.6-8.9. WHST.6-8.7.</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> 9.4.8.CT.3 9.4.8.DC.6 9.4.8.GCA.1 9.4.8.IML.1</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>A. Identify the causes of the American Revolution.</p> <ul style="list-style-type: none"> ● Proclamation of 1763 ● French and Indian War/Seven Years War ● Tax Increases ● Stamp Act ● Townshend Act ● Tea Act ● Quartering Act | <p>1. Textbook Lessons: TCI Unit 5</p> <p>2. Simulation</p> <ul style="list-style-type: none"> ● Read a fictional memo from the Board of Education in which a new 10 cent paper tax will be implemented in social studies classes in order to support extracurricular activities and clubs. In a group, go over what you feel are the pros and cons of this plan. Who will it affect positively and who will it affect negatively? Then discuss with the class. ● Create a Venn Diagram comparing and contrasting the experiences of colonists and students during their respective taxation. ● Optional Extended Activity #1 - Each student will write a letter, make a Google Slideshow or a poster in support or opposition of this plan. ● Optional Extended Activity #2 - students will use keyword searches to conduct research and find information about current issues relating to taxation through professional public databases such as |

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| | | WorldBook Online. (NJCCCS-Technology) |
| <p><u>Social Studies</u> 6.1.8.HistoryCC.3.c 6.1.8.HistoryUP.3.c</p> <p><u>ELA Companion</u> R.H.6-8.1. RH.6-8.2. WHST.6-8.2.</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> 9.4.8.CT.3 9.4.8.DC.6 9.4.8.GCA.1 9.4.8.IML.1</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>B. Identify the impact of expansion on Native Americans during the Colonial and Revolutionary War times.</p> <ul style="list-style-type: none"> ● Proclamation of 1763 ● French and Indian War/Seven Years War ● Treaty of Paris | <p>3. Map Analysis</p> <ul style="list-style-type: none"> ● Using the “Conflicts with Indians” map in <u>Active Classroom</u>, students will learn why battles continued to move further and further west as time progressed. Students will research which European and Native American nations are fighting in each marked battle to analyze the interactions between the various groups. Students should write a summary of the movements they observed. |
| <p><u>Social Studies</u> 6.1.8.HistorySE.3.b</p> <p><u>ELA Companion</u> RH.6-8.4. RH.6-8.7. RH.6-8.8. WHST.6-8.1. WHST.6-8.9.</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> 9.4.8.CT.3</p> | <p>C. Describe how the reactions and leadership of people, communities, and nations contributed to the events of the American Revolution.</p> <ul style="list-style-type: none"> ● Boston Massacre ● Boston Tea Party ● boycotts and riots ● Continental Congresses ● foreign aid in the war | <ol style="list-style-type: none"> 1. Primary and Secondary Source Analysis: Use TCI Unit 7 Lesson 6 and the Treaty with France to explore the importance of foreign assistance in winning the Revolutionary War. 2. Case Study: Paul Revere & the Boston Massacre <ul style="list-style-type: none"> ● Use TCI lesson “Lesson 5: Reading Further” to learn |

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| <p>9.4.8.DC.6 9.4.8.GCA.1 9.4.8.IML.1</p> <p>Interdisciplinary</p> <p>Mandate(s) Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | | <p>about the person of Paul Revere. Discuss his perspectives and influence on the colonies and his legacy in American History.</p> <ul style="list-style-type: none"> ● Using TCI Lesson 5 Section and the text provided guided questions, have students analyze the perspective of the Boston Massacre Paul Revere and that of John Adams. ● Perspectives: Compare and contrast the perspective of the Boston Massacre as presented by the colonies and the Incident on King Street as it was titled in England. Using both print and illustrations from the time of the event. |
| <p>Social Studies 6.1.8.CivicsPD.3.a 6.1.8.HistoryUP.3.a</p> <p>ELA Companion RH.6-8.4. RH.6-8.5. WHST.6-8.1.</p> <p>Career Readiness, Life Literacies & Key Skills 9.4.8.CI.1 9.4.8.CI.2 9.4.8.GCA.1 9.4.8.IML.2</p> | <p>C. Describe the significance of the Declaration of Independence, the events that led to its creation, and its impact on the lives of actual people from the time.</p> <ul style="list-style-type: none"> ● Committees of Correspondence ● Continental Congress ● Sons of Liberty ● Lexington and Concord ● Declaration of Independence ● Liberty for all Americans | <p>1. Document Analysis</p> <p>Declaration of Independence: Analyze the Declaration of Independence as a class.</p> <ul style="list-style-type: none"> ● What were Jefferson's views on the purpose of government? ● What are the most significant wrongs of Jefferson's list? ● After looking at the "Wrongs of the King," |

Interdisciplinary

Mandate(s)

Amistad
Holocaust
AAPI
LGBTQIA+ & PwD
Climate Change

which are the top five
"wrongs" and why?

- What to you is most important under the second in the text, "Colonies Declare Independence"? What freedoms will these new states be able to practice which they had not been able to as colonies?

- Were ideals fulfilled for Africans, women, Natives, etc...?

2. Critical Thinking

- Using the "Declaration of Independence" activity on Active Classroom, students will read an excerpt from Jefferson's first draft, and draw conclusions as to why this excerpt was omitted from the final draft.
- Write a letter trying to persuade others whether or not the Declaration of Independence was fulfilled for women and African Americans in the new nation. Resource: TCI Lesson 9 Reading Further

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| <p>Social Studies 6.1.8.GeoSV.3.a</p> <p>ELA Companion RH.6-8.5.</p> <p>Career Readiness, Life Literacies & Key Skills 9.4.8.CT.2 9.4.8.CT.3</p> <p>Interdisciplinary</p> <p>Mandate(s) Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>D. Analyze significant events that occurred in New Jersey and other parts of the colonies during the American Revolution.</p> <ul style="list-style-type: none"> ● Battle of Saratoga ● Battle of Princeton ● Battle of Trenton ● Valley Forge ● Yorktown | <ol style="list-style-type: none"> 1. Textbook: TCI Unit 7, Lessons 5, 6 & 7 2. Reading comprehension/ evaluate <ul style="list-style-type: none"> ● Using a teacher selected overview of the American Revolution, students will examine why certain battles, especially in NJ, were significant to the outcome of the Revolutionary War. 3. Visualize <ul style="list-style-type: none"> ● The American Revolution: From Colonies to Constitution: The War for Independence, United Streaming. |
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| <p>Integrated accommodations and modifications for the following students:</p> <ul style="list-style-type: none"> ● Special Education ● ELL ● At Risk ● Gifted and Talented ● 504 | <ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At-Risk Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for 504 Students |
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Assessments

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| <p style="text-align: center;"><u>Benchmark</u></p> <ul style="list-style-type: none"> ● <u>Analytical Writing Benchmark:</u> Standards Based DBQ (Document Based Question): Students will be provided with multiple primary and secondary source documents in order to investigate and construct a DBQ response exploring the significance of Valley Forge during the Revolutionary War. |
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Summative

- Teacher generated tests and quizzes.
- Students will work collaboratively to create a colonial quilt to demonstrate a thematic (geography, social/political structure of the colonies, race, gender, class, etc.) understanding of the time period leading up to the War for Independence (TCI History Unit 5). The quilt will be comprised of four sections, and students will explain each component: Important individuals on the road to freedom, African American/ Slavery and Nave American life, Events Leading to the American Revolution, and The War of Independence.

Alternative/Project Based

- Loyalist/Patriot Town Meeting/Debate: Students will demonstrate understanding by taking the role of a historical figure and researching, discussing, and debang the issue of colonial independence.

Formative

- *All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)***

Instructional Resources

- Valley Forge Standards-Based DBQ
[Valley Forge DBQ Site](#), [Grade 6 rubric](#), [DBQ folder](#), DBQ continuum, [Student checklist](#)
- The Diversity of Colonial Communities: 1700-1750, United Streaming
- <http://www.boston-tea-party.org/index.html>
- <http://www.bostonmassacre.net/>
- TCI Textbook, Units 5 & 7
- [Treaty of Alliance with France](#)
- The American Revolution: From Colonies to Constitution: The War for Independence, United Streaming

Wayne Township Public Schools

Grade 6

Unit 2

Curriculum Guide

Approved September 2022

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| Content Area: | Social Studies |
| Grade Level: | Grade 6 |
| Course: | US History 1 |
| Unit Plan Title: | Unit 2: Adopting the Constitution |
| Time Frame: | 5-6 Weeks |
| Pacing Guide: | Pacing Guide |
| NJ Mandates Addressed in this Unit of Study: | Amistad Law: N.J.S.A. 18A 52:16A-88 Holocaust Law: N.J.S.A. 18A:35-28 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Climate Change |

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Era 3: Revolution and the New Nation (1754-1820s)

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Disciplinary Concept: Civics, Government, and Human Rights: Civic and Political institutions

Core Idea: *Political and civil institutions impact all aspects of people's lives.*

6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

Disciplinary Concept: Civics, Government, and Human Rights: Civic and Political institutions

Core Idea: *Governments have different structures which impact development (expansion) and civic participation.*

6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans

Disciplinary Concept: Civics, Government, and Human Rights: Participation and Deliberation

Core Idea: *Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.*

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

Disciplinary Concept: History, Culture and Perspectives: Continuity and Change

Core Idea: *Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.*

6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

2016 NJSLA for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

NJSLSA.R1. *Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

- **RH.6-8.1.** *Cite specific textual evidence to support analysis of primary and secondary sources.*

NJSLSA.R2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

- *RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

NJSLSA.R3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

- **RH.6-8.3.** *Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).*

Craft and Structure

NJSLSA.R4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

- **RH.6-8.4.** *Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.*

NJSLSA.R5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*

- **RH.6-8.5.** *Describe how a text presents information (e.g., sequentially, comparatively, causally).*

NJSLSA.R6. *Assess how point of view or purpose shapes the content and style of a text.*

- **RH.6-8.6.** *Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*

Integration of Knowledge and Ideas

- **NJSLSA.R7.** *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- **RH.6-8.7.** *Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.*

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **RH.6-8.8.** *Distinguish among fact, opinion, and reasoned judgment in a text.*

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- **RH.6-8.9.** *Analyze the relationship between a primary and secondary source on the same topic.*

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- **RH.6-8.10.** *By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

- **WHST.6-8.1.** *Write arguments focused on discipline-specific content.*
 - *A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
 - *B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.*
 - *C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
 - *D. Establish and maintain a formal/academic style, approach, and form.*
 - *E. Provide a concluding statement or section that follows from and supports the argument presented.*

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- **WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **WHST.6-8.3.** In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- *WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.*

Research to Build and Present Knowledge

NJSLSA.W7. *Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.*

- *WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*

NJSLSA.W8. *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

- *WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*

NJSLSA.W9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

- *WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.*

Range of Writing

NJSLSA.W10. *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- *WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

**Interdisciplinary Standards: 2020 NJSLs for Comprehensive Health and Physical Education
Grades 6-8 (Delete This Section of these standards do not apply)**

2.5 Motor Skill Development:

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts

Content Statement: *Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.*

- 2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

Interdisciplinary Standards: 2016 NJSLs for Mathematics: Grade 6

6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Interdisciplinary Standards: 2020 NJSLs for Science: Grades 6-8

Title: Here

1.1.8.A.1-- Performance Expectation Here

**Interdisciplinary Standards: New Jersey Student Learning Standards for Visual and
Performing Arts Grades 6-8**

Dance

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Media Arts

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

General Music

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Composition and Theory

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Ensembles

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Harmonizing Instruments

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Technology

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Theater

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Visual

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

2020 NJSLs for Career Readiness, Life Literacies, and Key Skills

Personal Financial Literacy

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Career Awareness, Exploration, Preparation, and Training

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.CI.3-- Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Disciplinary Concept: Critical Thinking and Problem Solving

Core Idea: *Multiple solutions often exist to solve a problem.*

9.4.8.CT.1-- Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2-- Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Disciplinary Concept: Critical Thinking and Problem Solving

Core Idea: *An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.*

19.4.8.CT.3-- Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Disciplinary Concept: Creativity and Innovation

Core Idea: *There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.*

9.4.8.IML.14-- Analyze the role of media in delivering cultural, political, and

other societal messages.

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

Disciplinary Concept: Performance Expectations

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

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

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

Disciplinary Concept: Technology Literacy

Core Idea: *Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.*

9.4.8.TL.2-- Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.4-- Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

Disciplinary Concept: Technology Literacy

Core Idea: *Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.*

9.4.8.TL.6-- Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Summary

In this unit, students will explore the creation of the American government. Students will analyze the issues that arose with the Articles of Confederation and how it led to the creation of the Constitution. The students will also examine the compromises that were reached in order to shape the US Constitution. Students will examine and discuss the various responsibilities of citizens and government agencies and how their interactions benefited the nation and the living legacy of this partnership in our modern American government.

Essential Questions

- In what ways did the processes of trial and error, debate, and compromise contribute to our current structure of government?
- Can our modern form of government exist without a collaborative effort between government officials and the citizens they represent?

Enduring Understandings

- The Articles of Confederation was a failed attempt at government but led to the United States Constitution, which provides our society with a government which can grow and change over time to meet the needs of its people.
- Citizens of the United States are affected by the Constitution and also hold the power to affect the Constitution by design due to the foundation of principles which the Constitution was built on.
- Compromises were integral in the early development of the new American form of government including in the design of the government structure by way of the US Constitution and in the Bill of Rights.

| NJSLS & Mandates | Student Learning Targets/Content | Learning Activities |
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| <p>Social Studies 6.1.8.HistoryCC.3.d</p> <p>ELA Companion RH.6-8.4. RST.6-8.9. WHST.6-8.2. WHST.6-8.6.</p> <p>Career Readiness, Life Literacies & Key Skills 9.4.8.CI.3 9.4.8.CT.1 9.4.8.CT.2 9.4.8.CT.3</p> <p>Interdisciplinary</p> <p>Mandate(s) Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>A. Describe the weaknesses and conflicts brought about by the Articles of Confederation and how the Constitution addressed those concerns.</p> <ul style="list-style-type: none"> ● Examine the Articles of Confederation ● Identify various weaknesses of Congress under the Articles of Confederation ● Shays Rebellion and the Northwest territories ● Explain why past experiences caused fears of a strong central government ● Compare the Articles of Confederation to the Constitution | <p>1. Textbook: TCI Unit Lessons 1, 2 & 3</p> <p>2. Simulation Provide and explain three ways to create a classroom set of rules.</p> <ul style="list-style-type: none"> ● Purely student generated with no teacher input. ● Completely teacher generated with no student input. ● Collaborative- teacher and student discussion, then voting. ● Reflection- advantages and disadvantages of each method. ● Students can respond to this simulation by supporting their positions with appropriate online resources while engaging in appropriate and meaningful discussion on an online media platform such as Google Classroom. <p>3. Compare and Contrast</p> <ul style="list-style-type: none"> ● Students will identify the problems with the Articles of Confederation. They will consider how it led to Shays' Rebellion and how geography of states caused conflicts with the government. [TCI Lesson 8 Section 3] ● Students will create a venn diagram comparing and contrasting the governing principles and concentration of |
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| | | <p>powers as they were changed between the Articles of Confederation and the US Constitution.</p> <p>4. Predict</p> <ul style="list-style-type: none"> • Have students predict what would happen if the nation had kept the Articles of Confederation. |
| <p><u>Social Studies</u> 6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.d</p> <p><u>ELA Companion</u> RH.6-8.1. RH.6-8.7. WHST.6-8.10.</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> 9.4.8.CT.3 9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.TL.6</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>B. Identify the various compromises that emerged from the Constitutional Convention. Determine the motivations (especially geography and demographics) which influenced each compromise.</p> <ul style="list-style-type: none"> • NJ/Virginia Plans – Great Compromise • Northern/Southern States Compromises (three-fifths/slave trade) • Electoral College | <p>1. Textbook: TCI Unit 8 Lessons 5-9</p> <p>2. Geography Challenge</p> <p>Using TCI Lesson 8 Geography Challenge, students will analyze the influence of population on the compromises of the early nation.</p> <p>3. Compare/ contrast</p> <ul style="list-style-type: none"> • NJ Plan v. Virginia Plan • Slaves under representation • Issue of slave trade <ul style="list-style-type: none"> • Split class into mini-debates, assigning groups various sides of each topic. During the debates, the teacher should spark discussion of the enslaved and how the students think the slaves felt to be considered less than a person. When conducting the summation of the lesson, explain what the Three-Fifths Compromise meant legally in |

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| | | <p>terms of representation and taxation. Also, emphasize this would become part of the struggle for freedom that African Americans would have to face. Students should complete an exit ticket explaining what they have learned.</p> |
| <p><u>Social Studies</u> 6.1.8.CivicsPI.3.b</p> <p><u>ELA Companion</u> RH.6-8.3. WHST.6-8.4. WHST.6-8.8.</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> 9.4.8.CT.3 9.4.8.IML.15 9.4.8.TL.4 9.4.8.TL.6</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>C. Evaluate the effectiveness of the powers and the limitations of the three branches of government formed by the United States Constitution.</p> <ul style="list-style-type: none"> ● Limited government ● Three branches of government ● Federalism ● Checks and balances | <p>1. Textbook: TCI Unit 9</p> <p>2. Visualize</p> <ul style="list-style-type: none"> ● Have students utilize the various graphic organizers within TCI Lesson 9 that list the branches and their powers and limitations. <p>3. Analyze</p> <ul style="list-style-type: none"> ● Current events connection: have students bring in a news article on a government topic and have them summarize the level and branches of government that are involved in that article. Students can assess the effectiveness of the separation of powers established by the Constitution in modern times. |

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| <p><u>Social Studies</u> 6.1.8.CivicsPI.3.b</p> <p><u>ELA Companion</u> RST.6-8.9. WHST.6-8.1.</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> 9.4.8.CT.3 9.4.8.IML.14</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>D. Define the system of checks and balances set forth by the US Constitution.</p> | <p>1. Visualize</p> <ul style="list-style-type: none"> ●Students will view the Brain Pop video on the branches of government. After viewing the video students will fill out the graphic organizer that accompanies the video. ●Students should take the information learned about the system of checks and balances and write an argument for, against, or a way to improve it, based on the lessons in this unit. |
| <p>Integrated accommodations and modifications for the following students:</p> <ul style="list-style-type: none"> ● Special Education ● ELL ● At Risk ● Gifted and Talented ● 504 | | <ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At-Risk Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for 504 Students |
| <p>Assessments</p> | | |
| <p><u>Benchmark</u></p> <ul style="list-style-type: none"> ● <u>Analytical Writing Benchmark:</u> | | |

- Standards Based DBQ (Document Based Question) : Students will be provided with multiple primary and secondary source documents in order to investigate and construct a DBQ response exploring the ways in which the Constitution guards against tyranny.

Summative

- Teacher generated tests and quizzes.

Alternative/Project Based

- Have students take a recent article and summarize the article and identify the specific level of government (local, state, federal), and the branch or branches of government that are being discussed. Students will then write a prediction of the outcome of the article and assess the effectiveness of the government structure for addressing the particular issue.
- Students will create a Bill of Rights for the students of their school. They will decide what rights will help create a safe and educational learning environment.

Formative

- *All formative assessments are located in the Learning Activities section above and are labeled with an (FA)*

Instructional Resources

- TCI Textbook
- <http://shaysrebellion.stcc.edu/index.html>
- Interactive Constitution www.pearsonsuccessnet.com
- www.icivics.org

Wayne Township Public Schools

Grade 6

Unit 3

Curriculum Guide

Approved September 2022

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| Content Area: | Social Studies |
| Grade Level: | Grade 6 |
| Course: | US History 1 |
| Unit Plan Title: | Unit 3: A New Nation |
| Time Frame: | 5-6 Weeks |
| Pacing Guide: | Pacing Guide |
| NJ Mandates Addressed in this Unit of Study: | Amistad Law: N.J.S.A. 18A 52:16A-88 Holocaust Law: N.J.S.A. 18A:35-28 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Climate Change |

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Disciplinary Concept:

6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Disciplinary Concept: Civics, Government, and Human Rights: Human and Civil Rights

3. Revolution and the New Nation: *Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.*

Core Idea: *Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic and cultural rights.*

6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

Disciplinary Concept: Economics, Innovation and Technology: Economic Ways of Thinking

Core Idea: *Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.*

6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people. Evaluate the policies of state and national governments during this time.

Disciplinary Concept: History, Culture and Perspectives: Continuity and Change

Core Idea: *Chronological sequencing helps us track events over time as well as events that took place at the same time.*

6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

Disciplinary Concept: History, Culture and Perspectives: Historical Sourcing and Evidence

Core Idea: *Examining historical sources may answer questions but may also lead to more questions.*

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

Disciplinary Concept: Economic, Innovation and Technology: Economic Ways of Thinking

Core Idea: *Economic decision making involves setting goals and identifying the resources available to achieve those goals.*

6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

2016 NJSLA for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- **RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- **RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- **RH.6-8.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- **RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).

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- **RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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- **RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.

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- **RH.6-8.9.** Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- **RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **WHST.6-8.1.** Write arguments focused on discipline-specific content.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- **WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **WHST.6-8.3.** In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Interdisciplinary Standards: 2020 NJSLS for Comprehensive Health and Physical Education
Grades 6-8 (Delete This Section of these standards do not apply)**

2.5 Motor Skill Development:

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts

Content Statement: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

- 2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

Interdisciplinary Standards: 2016 NJSLS for Mathematics: Grade 6-8

6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of

distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Interdisciplinary Standards: 2020 NJSLs for Science: Grades 6-8

Title: Here

1.1.8.A.1-- Performance Expectation Here

Interdisciplinary Standards: New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8

Dance

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Media Arts

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

General Music

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Composition and Theory

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Ensembles

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Harmonizing Instruments

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Technology

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Theater

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Visual

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Personal Financial Literacy

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Career Awareness, Exploration, Preparation, and Training

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.CI.3-- Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4-- Explore the role of creativity and innovation in career pathways and industries.

Disciplinary Concept: Critical Thinking and Problem Solving

Core Idea: *Multiple solutions often exist to solve a problem.*

9.4.8.CT.1-- Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2-- Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4,

6.1.8.CivicsDP.1).

Disciplinary Concept: Critical Thinking and Problem Solving

Core Idea: *An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.*

19.4.8.CT.3-- Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Disciplinary Concept: Digital Citizenship

Core Idea: *There are tradeoffs between allowing information to be public and keeping information private and secure.*

9.4.8.DC.3-- Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Disciplinary Concept: Global and Cultural Awareness

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

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

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

Disciplinary Concept: Information and Media Literacy

Core Idea: *Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.*

9.4.8.IML.1-- Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2-- Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Disciplinary Concept: Information and Media Literacy

Core Idea: *Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.*

9.4.8.IML.3-- Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4-- Ask insightful questions to organize different types of data and create meaningful visualizations.

Disciplinary Concept: Information and Media Literacy

Core Idea: *There are ethical and unethical uses of information and media.*

9.4.8.IML.10-- Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

Disciplinary Concept: Technology Literacy

Core Idea: *Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.*

9.4.8.TL.3-- Select appropriate tools to organize and present information digitally.

Unit Summary

In this unit, students will learn how differences in beliefs had an impact on the United States, leading to the development of political parties, the evolution of economic and foreign policy, and the overall development of the United States.

Essential Questions

- How did different points of view lead to the development and growth of the United States?
- How does a democracy deal with different points of view?

Core Ideas

Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic and cultural rights.

Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Chronological sequencing helps us track events over time as well as events that took place at the same time.

Examining historical sources may answer questions but may also lead to more questions.

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

| NJSLS & Mandates | Student Learning Targets/Content | Learning Activities |
|---|---|--|
| <p><u>Social Studies</u> 6.1.8.HistorySE.3. a</p> <p><u>ELA</u> <u>Companion</u> RH.6-8.1. RST.6-8.9</p> <p><u>Career</u> <u>Readiness, Life</u> <u>Literacies & Key</u> <u>Skills</u> 9.4.8.CI.4 9.4.8.CT.1 9.4.8.CT.3</p> <p><u>Interdisciplinary</u></p> | <p>A. Assess how George Washington's leadership established the basis for American Democracy.</p> | <p>1. Textbook: TCI Unit 7, Reading Further & Unit 11 Lesson 3</p> <p>2. Drawing Conclusions</p> <ul style="list-style-type: none"> • Using BrainPop's George Washington video worksheet assess how Washington applied the ideals of democracy and the precedents he set for future presidents <p>3. Simulation</p> <ul style="list-style-type: none"> • Participate in a class simulation making decisions as Washington using |

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| <p>Mandate(s) Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | | <p>the Be Washington Theater from Mount Vernon</p> <ul style="list-style-type: none"> • Discuss or write responses comparing the decisions Washington made against the decisions the students made. Ask questions like which values of democracy did Washington uphold? What values did your decisions uphold? |
| <p>Social Studies 6.1.8.HistoryCC.3. b</p> <p>ELA Companion RH.6-8.2. RH.6-8.3. RH.6-8.6 WHST.6-8.9.</p> <p>Career Readiness, Life Literacies & Key Skills 9.4.8.CT.2 9.4.8.GCA.2 9.4.8.IML.2 9.4.8.IML.9</p> <p>Interdisciplinary</p> <p>Mandate(s) Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>B. Explain the differing points of view on the role and power of the federal government that led to the rise of Political Parties.</p> <ul style="list-style-type: none"> • Jefferson: Democratic-Republicans • Hamilton: Federalists | <p>1. Interpreting sources</p> <ul style="list-style-type: none"> • Use a variety of sources to understand the sides of the Hamilton/Jefferson debate <ul style="list-style-type: none"> •TCI Textbook: Unit 11 Lessons 4 & 5 • Develop a graphic organizer to summarize and evaluate the two sides. <p>2. Examine</p> <ul style="list-style-type: none"> • Watch BrainPOP video Political Party Origins. Explain the origin of political parties in the United States and compare and contrast their positions of significant issues of the time. • Recognizing perspectives and bias: Examine a primary source political poster from the time and answer critical analysis questions on a corresponding worksheet. • Create your own political party. Establish the ideas of your party using online tools as a platform for discussion. Create an advertisement promoting the ideals of your party and |

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| | | <p>publish to an appropriate online venue for peer discussion. (NJCCCS-Technology) (Edublogs/Google Classroom)</p> <p>3. Engage</p> <ul style="list-style-type: none"> • Students will engage in a class debate representing the ideas of the two emerging political parties of the time period. As part of this classroom debate, students will identify key issues of the time and analyze and evaluate the positions on each. • Debate Instructions • Debate Job Cards • Extension: Identify the country's two main current-day political parties and analyze and evaluate their positions on the significant issues that affect our country today. |
| <p><u>Social Studies</u> 6.1.8.CivicsHR.3. a</p> <p><u>ELA</u> <u>Companion</u> WHST.6-8.4.</p> <p><u>Career</u> <u>Readiness, Life</u> <u>Literacies & Key</u> <u>Skills</u> 9.4.8.CT.3 9.4.8.DC.2 9.4.8.IML.1 9.4.8.IML.3 9.4.8.IML.4</p> | <p>C. Analyze the effects on civil liberties of U.S. policies during the initial years of the New Nation.</p> <ul style="list-style-type: none"> • French Revolution • American Neutrality • Alien & Sedition Acts • XYZ Affair • Embargo Act • War of 1812 • Monroe Doctrine | <p>1. Sequencing</p> <ul style="list-style-type: none"> • Design a flow chart tracing the evolution of the U.S. Foreign Policy from George Washington to James Monroe. <p>2. Examine</p> <ul style="list-style-type: none"> • Students will research policies like the Alien & Sedition Acts. Taking into account the political climate and existing foreign policies of the time, students will determine how these acts |

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| <p>9.4.8.TL.3</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | | <p>may have contributed to the results of the 1800 presidential election.</p> <p>4. Research</p> <ul style="list-style-type: none"> • Students will be exposed to the major events during the War of 1812. When mentioning the attack on the Chesapeake, the teacher should emphasize that three African Americans were captured. This will open a discussion about the many African Americans who fought with valor in the war, in spite of their status in the United States at the time. |
| <p><u>Social Studies</u> 6.1.8.EconET.3.a</p> <p><u>ELA</u> <u>Companion</u> RH.6-8.1.</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> 9.4.8.CI.3 9.4.8.CI.4 9.4.8.CT.1 9.4.8.CT.3 9.4.8.GCA.1</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>D. Describe the climate and policies surrounding economics during the initial years of the New Nation and identify the effects it had on the people.</p> <ul style="list-style-type: none"> • National Debt • Bank of the United States • Uniform Currency • Embargo Act • Protective Tariff • Development of Transportation • Innovation • Sectional Differences • Slavery | <p>1. Problem Solving</p> <ul style="list-style-type: none"> • Students will work with groups where they are presented with the economic problems faced by Alexander Hamilton. They will have a series of "solutions" to choose from and will justify their reasoning based on how it affected people. <p>2. Cause and Effect</p> <ul style="list-style-type: none"> • Using a graphic organizer, students will identify the effects of innovation and transportation on the U.S. and its people. <p>3. Investigate</p> <ul style="list-style-type: none"> • Using the Digital History resource, students will determine if Hamilton's argument for the bank was better than Jefferson's argument against it |

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Integrated accommodations and modifications for the following students:

- Special Education
- ELL
- At Risk
- Gifted and Talented
- 504

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At-Risk Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for 504 Students](#)

Assessments

Benchmark

- DBQ: The Louisiana Territory: Would you Have Supported the Purchase?
 - Using the DBQ Online portal, students will write a thoughtful essay response to the DBQ prompt using primary and secondary resources provided

Summative

- Teacher generated tests and quizzes

Alternative/Project Based

[Classroom debate](#) Hamilton v. Jefferson

[Instructions & Rubric](#)

[Job Card for Debate](#)

- Economy (Agriculture vs. Industry & National Bank)
- Views on Government (Small vs. Large & Foreign Policy)
- Foreign Policy (Pro France vs. Pro Great Britain & French Revolution)

Formative

- *All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)***

Instructional Resources

Teach TCI

The DBQ Project

- US Presidents [background information](#)
- [Alien and Sedition Acts](#)
- BrainPOP [George Washington](#)
- BrainPOP [Political Party Origins](#)
- Democratic Republicans vs Federalists [Debate](#):
 - [Graphic Organizer](#)
 - [Instructions & Rubric](#)
 - [Job cards for debate](#)
- National Bank: [Digital History](#)

Wayne Township Public Schools

Grade 6

Unit 4

Curriculum Guide

Approved September 2022

| | |
|---|--|
| Content Area: | Social Studies |
| Grade Level: | Grade 6 |
| Course: | US History 1 |
| Unit Plan Title: | Unit 4: Expansion and Reform |
| Time Frame: | 5-6 Weeks |
| Pacing Guide: | Pacing Guide |
| NJ Mandates Addressed in this Unit of Study: | Amistad Law: N.J.S.A. 18A 52:16A-88 Holocaust Law: N.J.S.A. 18A:35-28 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Climate Change |

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Era 4: Expansion and Reform (1801-1861):

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Disciplinary Concept: Civics, Government, and Human Rights: Democratic Principles

Core Idea: The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.

6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

Core Idea: Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.

6.1.8.CivicsDP.4.b: Examine a variety of sources to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

Disciplinary Concept: Geography, People and the Environment: Spatial Views of the World

Core Idea: Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

Disciplinary Concept: Economics, Innovation and Technology: Economic Ways of Thinking

Core Idea: Economic decision making involves setting goals and identifying the resources available to achieve those goals.

6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

Disciplinary Concept: Economics, Innovation and Technology: National Economy

Core Idea: A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Disciplinary Concept: History, Culture and Perspectives: Continuity and Change

Core Idea: Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

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

2016 NJSLs for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

NJSLSA.R1. *Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

- **RH.6-8.1.** *Cite specific textual evidence to support analysis of primary and secondary sources.*

NJSLSA.R2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

- **RH.6-8.2.** *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

NJSLSA.R3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

- **RH.6-8.3.** *Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).*

Craft and Structure

NJSLSA.R4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

- **RH.6-8.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- **RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- **RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- **RH.6-8.9.** Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- **RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **WHST.6-8.1.** Write arguments focused on discipline-specific content.
 - A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- **WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **WHST.6-8.3.** In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

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Interdisciplinary Standards: 2016 NJSLS for Mathematics: Grade 6-8

6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Interdisciplinary Standards: 2020 NJSLS for Science: Grades 6-8

Title: Here

1.1.8.A.1-- Performance Expectation Here

Interdisciplinary Standards: New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8

Dance

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Media Arts

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

General Music

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Composition and Theory

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Ensembles

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Harmonizing Instruments

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Technology

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Theater

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Visual

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

2020 NJSLs for Career Readiness, Life Literacies, and Key Skills

Personal Financial Literacy

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Career Awareness, Exploration, Preparation, and Training

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Life Literacies and Key Skills

Creativity and Innovation:

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Critical Thinking and Problem-solving:

Core Idea: *Multiple solutions often exist to solve a problem.*

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Core Idea: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Information and Media Literacy:

Core Idea: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Core Idea: *There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.*

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

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

Core Idea: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Digital Citizenship:

Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

Global and Cultural Awareness:

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

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

In this unit, students will understand the reasons for western expansion, as well as analyze the consequences on various cultural groups living in America. Students will also examine the reform movements that developed during the era, including expanded voting rights, greater equality for women, and the abolition of slavery.

Essential Questions

- How was the growth of the United States impacted by social, political, cultural, technological, and economic factors?

Core Ideas

- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.
- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

| NJSL & Mandates | Student Learning Targets/Content | Learning Activities |
|-----------------|----------------------------------|---------------------|
|-----------------|----------------------------------|---------------------|

| | | |
|---|--|---|
| <p>Social Studies 6.1.8.HistoryCC.3.c 6.1.8.EconET.4.a 6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.c</p> <p>ELA Companion <u>RH.6-8.2.</u> <u>RH.6-8.4.</u> <u>RH.6-8.5.</u> <u>RH.6-8.7.</u></p> <p>Career Readiness, Life Literacies & Key Skills 9.4.8.CI.2 9.4.8.IML.13 9.4.8.IML.14</p> <p>Interdisciplinary</p> <p>Mandate(s)</p> | <p>A. Describe the expansion of the U.S from 1803 to 1853 using a map or timeline to note the progression of the acquisition through policies, treaties, tariffs, and agreements.</p> <ul style="list-style-type: none"> • Louisiana Purchase -1803 • Acquisition of Florida – 1819 • Texas Annexation – 1845 • Oregon Country – 1846 • Mexican Cession – 1848 • Gadsden Purchase - 1853 | <p>1. Spatial skills</p> <ul style="list-style-type: none"> • Review core map skills <ul style="list-style-type: none"> • Legend • Scale • Using historic maps • Create an annotated map or timeline that documents the progression of land acquisition in the United States between 1803 and 1853. • Review and interpret data from multiple map sources to draw conclusions regarding the growth of the United States. |
| <p>Social Studies 6.1.8.CivicsHR.3. C 6.1.8.EconET.4.a</p> <p>ELA Companion <u>RH.6-8.1.</u> <u>RH.6-8.2.</u> <u>RH.6-8.4.</u> <u>RH.6-8.5.</u> <u>RH.6-8.7.</u> <u>WHST.6-8.4.</u></p> <p>Career Readiness, Life Literacies & Key</p> | <p>B. Analyze how Manifest Destiny influenced land acquisition through annexation, diplomacy, and war.</p> <ul style="list-style-type: none"> • The Texas Revolution • The Alamo | <p>1. Cause and Effect</p> <ul style="list-style-type: none"> • Complete a cause and effect graphic organizer detailing the progression from the colonization of Texas, through its independence and concluding with statehood. <p>2. Compare and Contrast</p> <ul style="list-style-type: none"> • Compare and contrast the life of Mexicans before, during, and after the Texas Revolution utilizing SOAPStone to analyze primary and secondary sources. |

| | | |
|---|---|--|
| <p>Skills 9.4.8.CT.2 9.4.8.CT.3</p> <p>Interdisciplinary</p> <p>Mandate(s) Amistad</p> | | |
| <p>Social Studies 6.1.8.HistoryCC.3.c 6.1.8.EconET.4.a 6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.c</p> <p>ELA Companion <u>RH.6-8.1.</u> <u>RH.6-8.2.</u> <u>RH.6-8.4.</u> <u>RH.6-8.5.</u> <u>RH.6-8.7.</u> <u>NJSLSA.W2.</u> <u>NJSLSA.W3.</u> <u>NJSLSA.W8</u> <u>WHST.6-8.2.</u> <u>WHST.6-8.4.</u> <u>WHST.6-8.8.</u></p> <p>Career Readiness, Life Literacies & Key Skills 9.4.8.Cl.1 9.4.8.Cl.2 9.4.8.GCA.1 9.4.8.IML.2</p> <p>Interdisciplinary</p> <p>Mandate(s) Amistad</p> | <p>C. Summarize the push-pull factors that contributed to increased immigration.</p> <ul style="list-style-type: none"> The Oregon Trail Analyze the push-pull factors that led to increases in immigration and westward movement (ie: Homestead Act). Demonstrate knowledge of the challenges that pioneers faced. Distinguish the experiences of people based on their culture, gender, nationality and/or age. Appraise the impact of technological advances in transportation, particularly the transcontinental railroad, on the experiences of various groups of people. | <ol style="list-style-type: none"> Analyzing Primary/Secondary Sources <ul style="list-style-type: none"> Interpret diary /journal entries of pioneers on the Oregon Trail. Writing from Multiple Perspectives <ul style="list-style-type: none"> Students write original journal entry that reflects the point-of-view of a specific category of pioneer Demonstration <ul style="list-style-type: none"> Develop skits portraying life in the west for various groups of people, including: <ul style="list-style-type: none"> Chinese Americans African American Pioneers Women Pioneers 49ers The Donner Party Cowboys/Vaqueros Experiential Exercise <ul style="list-style-type: none"> Engage in an online simulation that recreates the conditions under which |

| | | |
|---|--|--|
| <p>AAPI Climate Change</p> | | <p>pioneers traveled westward along the Oregon Trail. Students will need to analyze problems during game play and determine appropriate solutions in order to complete the journey. (NJCCCS-Technology)</p> |
| <p><u>Social Studies</u> 6.1.8.EconET.4.a 6.1.8.EconNE.4.b 6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.c 6.1.8.HistoryCC.4.d</p> <p><u>ELA</u> <u>Companion</u> <u>NJSLSA.R1.</u> <u>NJSLSA.R2.</u> <u>RH.6-8.1.</u> <u>RH.6-8.2.</u> <u>RH.6-8.4.</u> <u>RH.6-8.6.</u> <u>RH.6-8.9.</u> <u>NJSLSA.W4.</u> <u>NJSLSA.W6.</u> <u>NJSLSA.W7.</u> <u>NJSLSA.W8.</u> <u>WHST.6-8.2</u> <u>WHST.6-8.5</u></p> <p><u>Career</u> <u>Readiness, Life</u> <u>Literacies & Key</u> <u>Skills</u> 9.4.8.CT.3 9.4.8.DC.6 9.4.8.GCA.1 9.4.8.IML.1</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad</p> | <p>D. Describe the Trail of Tears and how the United States' interaction with the Native American nations impacted subsequent events.</p> <ul style="list-style-type: none"> ● Indian Removal Act ● Worcester v. Georgia | <p>1. Analyzing primary sources</p> <ul style="list-style-type: none"> ● Use different primary sources to understand the sides of the Indian Removal Debate ● ie: Develop a graphic organizer to summarize the multiple sides of the debate regarding the Indian Removal Act |

Social Studies

6.1.8.EconET.4.a
6.1.8.EconNE.4.b
6.1.8.HistoryCC.4.a
6.1.8.HistoryCC.4.c
6.1.8.HistoryCC.4.d

ELA

Companion

NJSLSA.R1.

NJSLSA.R2.

RH.6-8.1.

RH.6-8.2.

RH.6-8.4.

RH.6-8.6.

RH.6-8.9.

NJSLSA.W4.

NJSLSA.W6.

NJSLSA.W7.

NJSLSA.W8.

WHST.6-8.2

WHST.6-8.4

WHST.6-8.5

WHST.6-8.7.

Career

Readiness, Life Literacies & Key

Skills

9.4.8.CT.3
9.4.8.DC.6
9.4.8.GCA.1
9.4.8.IML.1

Interdisciplinary

Mandate(s)

Amistad

1. Cause and effect

ie: Complete a cause and effect graphic organizer listing Jackson's policies and their effects

2. Evaluation

Students assess the positive/negative impact of Jackson's policies

ie: Write an editorial addressing the role and impact of Jackson's policies on the nation

3. Analyzing primary sources

ie: Analyze charts and graphs depicting rights for different groups of Americans before, during, and after Andrew Jackson's presidency to compare and contrast the varied experiences of each.

E. Analyze the impact the administration of Andrew Jackson and the effects his policies had on the United States.

- [Suffrage](#) (voting rights)
- National Bank
- Native American Policies
- Nullification Crisis

Social Studies

6.1.8.EconET.4.a
6.1.8.EconNE.4.b
6.1.8.HistoryCC.4.a
6.1.8.HistoryCC.4.c

ELA

Companion

NJSLSA.R1.

NJSLSA.R2.

RH.6-8.1.

RH.6-8.2.

RH.6-8.4.

NJSLSA.W6.

NJSLSA.W7.

NJSLSA.W8.

WHST.6-8.2

WHST.6-8.4

WHST.6-8.5

WHST.6-8.7.

Career

Readiness, Life Literacies & Key

Skills

9.4.8.CT.3
9.4.8.DC.6
9.4.8.GCA.1
9.4.8.IML.1

Mandate(s)

Amistad

1. Analyzing primary sources

Analyze political cartoons that view the Mexican War from a positive and negative perspective. Have groups determine which side made a more persuasive argument and why.

ie: Groups develop a political cartoon of their own to reflect their view of Manifest Destiny and the Mexican War.

F. Summarize the events that led to the Mexican War and analyze the impact it had on the United States.

- [Manifest Destiny](#)
- James K. Polk

Integrated accommodations and modifications for the following students:

- Special Education
- ELL
- At Risk
- Gifted and Talented
- 504

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At-Risk Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for 504 Students](#)

Assessments

Benchmark

- **DBQ: Was the Mexican American War Justified?**
 - Students will utilize the [Google Site](#) to analyze a series of primary sources and begin formulating and composing an analytical response to the DBQ prompt.
 - Students can use the [DBQ Outline](#) as a guide to begin composing their responses.

Summative

- Teacher created tests and quizzes

Alternative/Project Based

- Students can take part in a debate in regards to the Trail of Tears and whether or not the removal of the native groups was justified. The analysis of [primary](#) and secondary sources will assist students in preparing for this debate.

Formative

- *All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)***

Instructional Resources

Digital Supplemental Instructional Tools/Resources

- Storyboard That!
- Gimkit
- Blooket
- Listenwise

- EdPuzzle
- YouTube

Teacher Tools/Resources

United States History Holt McDougal, 2012

History Alive

- A. Maps: Oregon country, removal of American Indians, Mexican War, Growth of the U.S to 1853
- B. William Travis letter from The Alamo

<http://www.tsl.state.tx.us/treasures/republic/alamo/travis-full-text.html>

The Alamo (PG-13 movie), 2004

- C. Cherokee Petition to Congress

<http://docsteach.org/documents/299801/detail?mode=browse&menu=closed&era%5B%5D=expansion-and-reform>

BrainPOP

- D. "Trail of Tears"

http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_3_trailer

Wayne Township Public Schools

Grade 6

Unit 4

Curriculum Guide

Approved September 2022

| | |
|---|--|
| Content Area: | Social Studies |
| Grade Level: | Grade 6 |
| Course: | US History 1 |
| Unit Plan Title: | Unit 4: Expansion and Reform |
| Time Frame: | 5-6 Weeks |
| Pacing Guide: | Pacing Guide |
| NJ Mandates Addressed in this Unit of Study: | Amistad Law: N.J.S.A. 18A 52:16A-88 Holocaust Law: N.J.S.A. 18A:35-28 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Climate Change |

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Era 4: Expansion and Reform (1801-1861):

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Disciplinary Concept: Civics, Government, and Human Rights: Democratic Principles

Core Idea: The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.

6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

Core Idea: Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.

6.1.8.CivicsDP.4.b: Examine a variety of sources to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

Disciplinary Concept: Geography, People and the Environment: Spatial Views of the World

Core Idea: Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

Disciplinary Concept: Economics, Innovation and Technology: Economic Ways of Thinking

Core Idea: Economic decision making involves setting goals and identifying the resources available to achieve those goals.

6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

Disciplinary Concept: Economics, Innovation and Technology: National Economy

Core Idea: A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Disciplinary Concept: History, Culture and Perspectives: Continuity and Change

Core Idea: Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

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

2016 NJSLA for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

NJSLSA.R1. *Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

- **RH.6-8.1.** *Cite specific textual evidence to support analysis of primary and secondary sources.*

NJSLSA.R2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

- **RH.6-8.2.** *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

NJSLSA.R3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

- **RH.6-8.3.** *Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).*

Craft and Structure

NJSLSA.R4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

- **RH.6-8.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- **RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- **RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- **RH.6-8.9.** Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- **RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **WHST.6-8.1.** Write arguments focused on discipline-specific content.
 - A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- **WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **WHST.6-8.3.** In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- **WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- **WHST.6-8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Standards: 2016 NJSLS for Mathematics: Grade 6-8

6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Interdisciplinary Standards: 2020 NJSLS for Science: Grades 6-8

Title: Here

1.1.8.A.1-- Performance Expectation Here

Interdisciplinary Standards: New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8

Dance

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Media Arts

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

General Music

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Composition and Theory

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Ensembles

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Harmonizing Instruments

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Technology

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Theater

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Visual

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

2020 NJSLs for Career Readiness, Life Literacies, and Key Skills

Personal Financial Literacy

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Career Awareness, Exploration, Preparation, and Training

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Life Literacies and Key Skills

Creativity and Innovation:

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Critical Thinking and Problem-solving:

Core Idea: *Multiple solutions often exist to solve a problem.*

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Core Idea: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Information and Media Literacy:

Core Idea: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Core Idea: *There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.*

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

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

Core Idea: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Digital Citizenship:

Core Idea: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

Global and Cultural Awareness:

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

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

In this unit, students will understand the reasons for western expansion, as well as analyze the consequences on various cultural groups living in America. Students will also examine the reform movements that developed during the era, including expanded voting rights, greater equality for women, and the abolition of slavery.

Essential Questions

- How was the growth of the United States impacted by social, political, cultural, technological, and economic factors?

Core Ideas

- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.
- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

| NJSL & Mandates | Student Learning Targets/Content | Learning Activities |
|-----------------|----------------------------------|---------------------|
|-----------------|----------------------------------|---------------------|

| | | |
|--|--|---|
| <p>Social Studies 6.1.8.HistoryCC.3.c 6.1.8.EconET.4.a 6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.c</p> <p>ELA Companion <u>RH.6-8.2.</u> <u>RH.6-8.4.</u> <u>RH.6-8.5.</u> <u>RH.6-8.7.</u></p> <p>Career Readiness, Life Literacies & Key Skills 9.4.8.CI.2 9.4.8.IML.13 9.4.8.IML.14</p> <p>Interdisciplinary</p> <p>Mandate(s)</p> | <p>A. Describe the expansion of the U.S from 1803 to 1853 using a map or timeline to note the progression of the acquisition through policies, treaties, tariffs, and agreements.</p> <ul style="list-style-type: none"> • Louisiana Purchase -1803 • Acquisition of Florida – 1819 • Texas Annexation – 1845 • Oregon Country – 1846 • Mexican Cession – 1848 • Gadsden Purchase - 1853 | <p>1. Spatial skills</p> <ul style="list-style-type: none"> • Review core map skills <ul style="list-style-type: none"> • Legend • Scale • Using historic maps • Create an annotated map or timeline that documents the progression of land acquisition in the United States between 1803 and 1853. • Review and interpret data from multiple map sources to draw conclusions regarding the growth of the United States. |
| <p>Social Studies 6.1.8.CivicsHR.3. C 6.1.8.EconET.4.a</p> <p>ELA Companion <u>RH.6-8.1.</u> <u>RH.6-8.2.</u> <u>RH.6-8.4.</u> <u>RH.6-8.5.</u> <u>RH.6-8.7.</u> <u>WHST.6-8.4.</u></p> <p>Career Readiness, Life Literacies & Key</p> | <p>B. Analyze how Manifest Destiny influenced land acquisition through annexation, diplomacy, and war.</p> <ul style="list-style-type: none"> • The Texas Revolution • The Alamo | <p>1. Cause and Effect</p> <ul style="list-style-type: none"> • Complete a cause and effect graphic organizer detailing the progression from the colonization of Texas, through its independence and concluding with statehood. <p>2. Compare and Contrast</p> <ul style="list-style-type: none"> • Compare and contrast the life of Mexicans before, during, and after the Texas Revolution utilizing SOAPStone to analyze primary and secondary sources. |

| | | |
|---|---|--|
| <p>Skills 9.4.8.CT.2 9.4.8.CT.3</p> <p>Interdisciplinary</p> <p>Mandate(s) Amistad</p> | | |
| <p>Social Studies 6.1.8.HistoryCC.3.c 6.1.8.EconET.4.a 6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.c</p> <p>ELA Companion <u>RH.6-8.1.</u> <u>RH.6-8.2.</u> <u>RH.6-8.4.</u> <u>RH.6-8.5.</u> <u>RH.6-8.7.</u> <u>NJSLSA.W2.</u> <u>NJSLSA.W3.</u> <u>NJSLSA.W8</u> <u>WHST.6-8.2.</u> <u>WHST.6-8.4.</u> <u>WHST.6-8.8.</u></p> <p>Career Readiness, Life Literacies & Key Skills 9.4.8.Cl.1 9.4.8.Cl.2 9.4.8.GCA.1 9.4.8.IML.2</p> <p>Interdisciplinary</p> <p>Mandate(s) Amistad</p> | <p>C. Summarize the push-pull factors that contributed to increased immigration.</p> <ul style="list-style-type: none"> The Oregon Trail Analyze the push-pull factors that led to increases in immigration and westward movement (ie: Homestead Act). Demonstrate knowledge of the challenges that pioneers faced. Distinguish the experiences of people based on their culture, gender, nationality and/or age. Appraise the impact of technological advances in transportation, particularly the transcontinental railroad, on the experiences of various groups of people. | <ol style="list-style-type: none"> Analyzing Primary/Secondary Sources <ul style="list-style-type: none"> Interpret diary /journal entries of pioneers on the Oregon Trail. Writing from Multiple Perspectives <ul style="list-style-type: none"> Students write original journal entry that reflects the point-of-view of a specific category of pioneer Demonstration <ul style="list-style-type: none"> Develop skits portraying life in the west for various groups of people, including: <ul style="list-style-type: none"> Chinese Americans African American Pioneers Women Pioneers 49ers The Donner Party Cowboys/Vaqueros Experiential Exercise <ul style="list-style-type: none"> Engage in an online simulation that recreates the conditions under which |

| | | |
|---|--|--|
| <p>AAPI Climate Change</p> | | <p>pioneers traveled westward along the Oregon Trail. Students will need to analyze problems during game play and determine appropriate solutions in order to complete the journey. (NJCCCS-Technology)</p> |
| <p><u>Social Studies</u> 6.1.8.EconET.4.a 6.1.8.EconNE.4.b 6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.c 6.1.8.HistoryCC.4.d</p> <p><u>ELA</u> <u>Companion</u> <u>NJSLSA.R1.</u> <u>NJSLSA.R2.</u> <u>RH.6-8.1.</u> <u>RH.6-8.2.</u> <u>RH.6-8.4.</u> <u>RH.6-8.6.</u> <u>RH.6-8.9.</u> <u>NJSLSA.W4.</u> <u>NJSLSA.W6.</u> <u>NJSLSA.W7.</u> <u>NJSLSA.W8.</u> <u>WHST.6-8.2</u> <u>WHST.6-8.5</u></p> <p><u>Career</u> <u>Readiness, Life</u> <u>Literacies & Key</u> <u>Skills</u> 9.4.8.CT.3 9.4.8.DC.6 9.4.8.GCA.1 9.4.8.IML.1</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad</p> | <p>D. Describe the Trail of Tears and how the United States' interaction with the Native American nations impacted subsequent events.</p> <ul style="list-style-type: none"> ● Indian Removal Act ● Worcester v. Georgia | <p>1. Analyzing primary sources</p> <ul style="list-style-type: none"> ● Use different primary sources to understand the sides of the Indian Removal Debate ● ie: Develop a graphic organizer to summarize the multiple sides of the debate regarding the Indian Removal Act |

Social Studies

6.1.8.EconET.4.a
6.1.8.EconNE.4.b
6.1.8.HistoryCC.4.a
6.1.8.HistoryCC.4.c
6.1.8.HistoryCC.4.d

ELA

Companion

NJSLSA.R1.

NJSLSA.R2.

RH.6-8.1.

RH.6-8.2.

RH.6-8.4.

RH.6-8.6.

RH.6-8.9.

NJSLSA.W4.

NJSLSA.W6.

NJSLSA.W7.

NJSLSA.W8.

WHST.6-8.2

WHST.6-8.4

WHST.6-8.5

WHST.6-8.7.

Career

Readiness, Life Literacies & Key

Skills

9.4.8.CT.3
9.4.8.DC.6
9.4.8.GCA.1
9.4.8.IML.1

Interdisciplinary

Mandate(s)

Amistad

1. Cause and effect

ie: Complete a cause and effect graphic organizer listing Jackson's policies and their effects

2. Evaluation

Students assess the positive/negative impact of Jackson's policies

ie: Write an editorial addressing the role and impact of Jackson's policies on the nation

3. Analyzing primary sources

ie: Analyze charts and graphs depicting rights for different groups of Americans before, during, and after Andrew Jackson's presidency to compare and contrast the varied experiences of each.

E. Analyze the impact the administration of Andrew Jackson and the effects his policies had on the United States.

- [Suffrage](#) (voting rights)
- National Bank
- Native American Policies
- Nullification Crisis

Social Studies

6.1.8.EconET.4.a
6.1.8.EconNE.4.b
6.1.8.HistoryCC.4.a
6.1.8.HistoryCC.4.c

ELA

Companion

NJSLSA.R1.

NJSLSA.R2.

RH.6-8.1.

RH.6-8.2.

RH.6-8.4.

NJSLSA.W6.

NJSLSA.W7.

NJSLSA.W8.

WHST.6-8.2

WHST.6-8.4

WHST.6-8.5

WHST.6-8.7.

Career

Readiness, Life Literacies & Key

Skills

9.4.8.CT.3
9.4.8.DC.6
9.4.8.GCA.1
9.4.8.IML.1

Mandate(s)

Amistad

1. Analyzing primary sources

Analyze political cartoons that view the Mexican War from a positive and negative perspective. Have groups determine which side made a more persuasive argument and why.

ie: Groups develop a political cartoon of their own to reflect their view of Manifest Destiny and the Mexican War.

F. Summarize the events that led to the Mexican War and analyze the impact it had on the United States.

- [Manifest Destiny](#)
- James K. Polk

Integrated accommodations and modifications for the following students:

- Special Education
- ELL
- At Risk
- Gifted and Talented
- 504

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At-Risk Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for 504 Students](#)

Assessments

Benchmark

- **DBQ: Was the Mexican American War Justified?**
 - Students will utilize the [Google Site](#) to analyze a series of primary sources and begin formulating and composing an analytical response to the DBQ prompt.
 - Students can use the [DBQ Outline](#) as a guide to begin composing their responses.

Summative

- Teacher created tests and quizzes

Alternative/Project Based

- Students can take part in a debate in regards to the Trail of Tears and whether or not the removal of the native groups was justified. The analysis of [primary](#) and secondary sources will assist students in preparing for this debate.

Formative

- *All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)***

Instructional Resources

Digital Supplemental Instructional Tools/Resources

- Storyboard That!
- Gimkit
- Blooket
- Listenwise

- EdPuzzle
- YouTube

Teacher Tools/Resources

United States History Holt McDougal, 2012

History Alive

- A. Maps: Oregon country, removal of American Indians, Mexican War, Growth of the U.S to 1853
- B. William Travis letter from The Alamo

<http://www.tsl.state.tx.us/treasures/republic/alamo/travis-full-text.html>

The Alamo (PG-13 movie), 2004

- C. Cherokee Petition to Congress

<http://docsteach.org/documents/299801/detail?mode=browse&menu=closed&era%5B%5D=expansion-and-reform>

BrainPOP

- D. "Trail of Tears"

http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_3_trailer

Wayne Township Public Schools

Grade 6

Unit 6

Curriculum Guide

Approved September 2022

| | |
|---|--|
| Content Area: | Social Studies |
| Grade Level: | Grade 6 |
| Course: | US History 1 |
| Unit Plan Title: | Unit 6: Reconstruction |
| Time Frame: | 4-5 Weeks |
| Pacing Guide: | |
| NJ Mandates Addressed in this Unit of Study: | Amistad Law: N.J.S.A. 18A 52:16A-88 Holocaust Law: N.J.S.A. 18A:35-28 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Climate Change |

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Era 5: Civil War and Reconstruction (1850-1877):

The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

Disciplinary Concept: History, Culture and Perspectives: Understanding Perspectives

Core Idea: Historical contexts and events shaped and continue to shape people's perspectives.

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

Disciplinary Concept: History, Culture and Perspectives: Continuity and Change

Core Idea: Historical events may have single, multiple, direct and indirect causes and effects.

6.1.8.HistoryCC.5.c: *Assess the human and material costs of the Civil War in the North and South.*

Core Idea: Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

6.1.8.HistoryCC.5.e: *Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.*

6.1.8.HistoryCC.5.f: *Analyze the economic impact of Reconstruction on the South from different perspectives.*

2016 NJSLA for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

NJSLA.R1. *Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

- **RH.6-8.1.** *Cite specific textual evidence to support analysis of primary and secondary sources.*

NJSLA.R2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

- **RH.6-8.2.** *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

NJSLA.R3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

- **RH.6-8.3.** *Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).*

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- **RH.6-8.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- **RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- **RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- **RH.6-8.9.** Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- **RH.6-8.10.** *By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

- **WHST.6-8.1.** *Write arguments focused on discipline-specific content.*
 - *A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
 - *B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.*
 - *C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
 - *D. Establish and maintain a formal/academic style, approach, and form.*
 - *E. Provide a concluding statement or section that follows from and supports the argument presented.*

NJSLSA.W2. *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*

- **WHST.6-8.2.** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.*
 - *A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.*

- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **WHST.6-8.3.** In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- *WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*

NJSLSA.W8. *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

- *WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*

NJSLSA.W9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

- *WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.*

Range of Writing

NJSLSA.W10. *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- *WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

**Interdisciplinary Standards: 2020 NJSLS for Comprehensive Health and Physical Education
Grades 6-8 (Delete This Section of these standards do not apply)**

2.5 Motor Skill Development:

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts

Content Statement: *Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.*

- 2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

Interdisciplinary Standards: 2016 NJSLS for Mathematics: Grade 6-8

6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Interdisciplinary Standards: 2020 NJSLS for Science: Grades 6-8

Title: Here

1.1.8.A.1-- Performance Expectation Here

Interdisciplinary Standards: New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8

Dance

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Media Arts

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

General Music

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Composition and Theory

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Ensembles

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Harmonizing Instruments

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Music Technology

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Theater

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

Visual

Artistic Process: Here

Anchor Standard: *Here*

Practice Here

1.1.8.A.1-- Performance Expectation Here

2020 NJSL for Career Readiness, Life Literacies, and Key Skills

Personal Financial Literacy

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Career Awareness, Exploration, Preparation, and Training

Disciplinary Concept: Here

Core Idea: *Here*

1.1.8.A.1-- Performance Expectation Here

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.Cl.3-- Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Disciplinary Concept: Critical Thinking and Problem Solving

Core Idea: *An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.*

19.4.8.CT.3-- Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Disciplinary Concept: Global and Cultural Awareness

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

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

Disciplinary Concept: Information and Media Literacy

Core Idea: *Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.*

9.4.8.IML.1-- Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2-- Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Disciplinary Concept: Information and Media Literacy

Core Idea: *Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.*

9.4.8.IML.5-- Analyze and interpret local or public data sets to summarize and effectively communicate the data.

Disciplinary Concept: Information and Media Literacy

Core Idea: *The mode of information can convey a message to consumers or an audience.*

9.4.8.IML.6-- Identify subtle and overt messages based on the method of communication.

Unit Summary

In this unit, students will explore how the role of geography, natural resources, demographics, transportation, and technology affected the outcome of the Civil War. Students will address the economic and social differences that were created due to the war's end. Students will evaluate the steps taken toward ending slavery in the south by examining the Emancipation Proclamation, Gettysburg Address, and the 13th, 14th, and 15th Amendments. Students will also analyze and evaluate Native Americans' struggle for rights.

Essential Questions

- How successful was Reconstruction in helping America progress?
- How successful were the Reconstruction Amendments in creating lasting political change in America?

Core Ideas

Historical contexts and events shaped and continue to shape people's perspectives.

Historical events may have single, multiple, direct and indirect causes and effects.

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

| NJSLS & Mandates | Student Learning Targets/Content | Learning Activities |
|-----------------------------|---|----------------------------|
|-----------------------------|---|----------------------------|

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| <p><u>Social Studies</u> 6.1.8.HistoryCC.5. e</p> <p><u>ELA</u> <u>Companion</u> RH.6-8.1. RH.6-8.2. RH.6-8.3.</p> <p><u>Career</u> <u>Readiness, Life</u> <u>Literacies & Key</u> <u>Skills</u> 9.4.8.Cl.3 9.4.8.CT.3 9.4.8.IML.5</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>A. Identify the goals and debate surrounding Reconstruction after the Civil War</p> <ul style="list-style-type: none"> ● Lincoln's Plan <ul style="list-style-type: none"> ● Ten-percent Plan ● Congressional Plan <ul style="list-style-type: none"> ● Wade Davis Bill ● Johnson's Plan ● Ironclad Oath ● Lincoln's hesitations (prior to assassinaon) | <p>1. Understanding</p> <p>BrainPop "Reconstruction" video</p> <p>Teach TCI: Unit 16, Lessons 1 and 2</p> <p>2. Analyzing Primary Sources</p> <ul style="list-style-type: none"> ● Wade Davis Bill ● Ten-percent Plan <p>3. Compare and Contrast</p> <ul style="list-style-type: none"> ● Compare and contrast the Ten-percent Plan and Wade-Davis bill to evaluate methods of dealing with the South. ● Venn diagram |
| <p><u>Social Studies</u> 6.1.8.HistoryUP.5. a</p> <p><u>ELA</u> <u>Companion</u> RST.6-8.4. RST.6-8.9. WHST.6-8.1.</p> <p><u>Career</u> <u>Readiness, Life</u> <u>Literacies & Key</u> <u>Skills</u> 9.4.8.Cl.3</p> | <p>B. Analyze the legal protections provided by the 13th, 14th, and 15th amendments.</p> | <p>1. Understanding</p> <p>BrainPop "Voting Rights" Video</p> <p>The Reconstruction Amendments: PBS</p> <p>2. Research the text of the 13th, 14th, and 15th amendments.</p> <p>Who were they designed to protect?</p> <p>Did the amendments succeed? Were the amendments sufficient in</p> |

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|--|---|---|
| <p>9.4.8.CT.3 9.4.8.IML.1</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | | <p>addressing the needs of all members of society at the time?</p> |
| <p><u>Social Studies</u> 6.1.8.HistoryCC.5. f</p> <p><u>ELA</u> <u>Companion</u> WHST.6-8.7 WHST.6-8.9. RST.6-8.8. RST.6-8.9.</p> <p><u>Career</u> <u>Readiness. Life</u> <u>Literacies & Key</u> <u>Skills</u> 9.4.8.CT.1 9.4.8.CT.3 9.4.8.GCA.1</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> | <p>C. Analyze provisions of the Freedmen's Bureau</p> <ul style="list-style-type: none"> ● Education ● Economy ● Employment ● Learned/cultivated skills | <p>1. Understanding</p> <p>Teach TCI: Unit 16, Lesson 3</p> <p>2. Research</p> <ul style="list-style-type: none"> ● Research the role the Freedmen's Bureau played in the African American community post-Civil War ● Examine the images of the schools run by the Freedmen's Bureau in the South |

Social Studies

6.1.8.HistoryCC.5.
f

ELA

Companion

RH.6-8.2
RH.6-8.4.
RH.6-8.6.
WHST.6-8.1.
WHST.6-8.5.
WHST.6-7.7.

Career

Readiness, Life Literacies & Key Skills

9.4.8.GCA.1
9.4.8.IML.1
9.4.8.IML.2
9.4.8.IML.6
9.4.8.IML.7

Interdisciplinary

Mandate(s)

Amistad
Holocaust
AAPI
LGBTQIA+ & PwD
Climate Change

C. Evaluate the socio-economic effects of Reconstruction from multiple perspectives

- African Americans
- Segregation
- Jim Crow Laws
- Black Codes
- Radical Republicans
- Sharecroppers
- Tenant farmers
- Ku Klux Klan
- Northerners/Southerners/Westerners

1. Note taking

- Complete a graphic organizer (web/T-chart) to analyze the efforts taken during Reconstruction that were in favor of African Americans gaining rights.

2. Compare/Contrast

- Create a T-Chart outlining the economic development of the North, South, and West after the Civil War.

- Cause and effect/ chart and photograph analysis

- Discussion regarding how negative actions were also taken against certain groups.

- Display images from the period of crimes committed against African Americans.

- Use of (unfair) literacy tests to keep African Americans/poor from voting.

3. Evaluate

- Weigh the evidence: Did Reconstruction successfully heal the nation? Did it help or hurt the newly freed African Americans?

4. Debate

- Present and debate the role Radical Republicans played in passing the 14th Amendment. Assume the role of a member of the political parties and perform a class debate.

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|--|--|---|
| | | <ul style="list-style-type: none"> • Was the 14 th Amendment passed with the best interests of all people or was it more of a strategic move to protect one group? • Was it effective? <p>5. Identifying Point of View</p> <ul style="list-style-type: none"> • Discussion of “Radical” take over. Write a thoughtful response about the ways that life changed in America. |
| <p>Integrated accommodations and modifications for the following students:</p> <ul style="list-style-type: none"> • Special Education • ELL • At Risk • Gifted and Talented • 504 | | <ul style="list-style-type: none"> • Differentiation Strategies for Special Education Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At-Risk Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for 504 Students |
| Assessments | | |
| <u>Benchmark</u> | | |
| <ul style="list-style-type: none"> • DBQ: North or South: Who Killed Reconstruction? <ul style="list-style-type: none"> ◦ Using the DBQ Online portal, students will write a thoughtful essay response to the DBQ prompt using primary and secondary resources provided. | | |
| <u>Summative</u> | | |
| <ul style="list-style-type: none"> • Teacher created Tests and Quizzes | | |
| <u>Alternative/Project Based</u> | | |
| <ul style="list-style-type: none"> • Students will develop Google Slide report cards grading how “successful” Reconstruction was in the United States. The teacher will provide a list of various Reconstruction programs discussed in the unit and students will grade the effectiveness of each, providing comments | | |

to describe how well the United States did in developing and carrying out the goals of Reconstruction.

Formative

- *All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)***

Instructional Resources

Teach TCI

The DBQ Project

BrainPop

- [Primary Sources/Lessons](#)

- [Reconstruction Plans](#)

- [Policies & perspectives](#)

- [Black Codes](#)

- Jim Crow Laws:

[hp://library.mtsu.edu/tps/sets/Primary_Source_Set--Jim_Crow_in_America.pdf](http://library.mtsu.edu/tps/sets/Primary_Source_Set--Jim_Crow_in_America.pdf)

- [Freedmen's Bureau](#)

-  PBS The Freedmens Bureau

- [Dawes Act and the Nave American Experience](#)

- [Natives & the impact of Reconstruction](#)