



Washington Township School District



The mission of the Washington Township Public Schools The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.

Course Title:	Humanities: Civics and Early American History					
Grade Level(s):	8th Grade					
Duration:	<i>Full Year:</i>	x	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>The eighth-grade social studies curriculum provides a basis for understanding the roots of American History and the Revolutionary Era. It also concentrates on the rights and responsibilities of citizens in American Constitutional democracy. Launching of the New Republic and focuses on the Federalist Period with the development of the government of the United States and concludes with the Civil War and Reconstruction. Additional Units included in this full year course are Towards Independence, American Revolution, Forming a New Nation, Launching the New Republic, An Expanding Nation, Americans in the Mid-1850's, and the Union Challenged. Emphasis will be made to relate these topics to contemporary America and the issues that are faced daily. To insure active involvement of each student in the learning process, the use of a variety of appropriate techniques and materials in accordance with New Jersey Learning Standards and our textbook <i>History Alive: The United States Through Industrialism</i>.</p>					
Grading Procedures:	<p>The final grade, which will be a composite of exam, test, project and assignment grades, will reflect the student's mastery of the skills and content outlined above. To pass the course, the student must demonstrate an overall average of 70% mastery in the areas outlined above. The grading policy will be accordance with the WTPS policy, where major assignments account for 50% of the final grade, minor assignments count as 35%, and supportive assignments count as 15%.</p>					
Primary Resources:	<p>TCI Textbook Primary Sources Teacher Created Materials</p>					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Saumil Prasad
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Under the Direction	Jeffrey Snyder
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Written: _____ **Summer 2019** _____

Revised: _____ **Summer 2022** _____

BOE Approval: _____

Units of Study

- Unit 1 Title: Powers and Responsibilities of Citizens
- Unit 2 Title: Foundational Concepts and Principles: Revolution in the Colonies
- Unit 3 Title: Foundational Documents - The US Constitution: Forming a New Nation
- Unit 4 Title: The Constitution and American Ideals: Launching the New Republic
- Unit 5 Title: Growth and Change Over Time: An Expanding Nation
- Unit 6 Title: The American Experience: America in the Mid 1800s
- Unit 7 Title: The Union Challenged
- Unit Title: NJ Mock Trial/Law Adventure Program

Unit 1 Title: Powers and Responsibilities of Citizens

Unit Description:

Within this unit, students will distinguish the powers and responsibilities of citizens and investigate the role of political, civic and economic organizations in shaping people's lives.

Unit Duration: 2 Weeks

Desired Results

Standard(s):

NJCCCS Social Studies

- 6.1.8.CivicsPI.3.c
- 6.3.8.CivicsPI.4
- 6.3.8.CivicsPD.1
- 6.3.8.CivicsPR.4
- 6.3.8.CivicsPR.5
- 6.3.8.CivicsPD.3

Indicators:

Students will be able to...

- Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts
- Investigate the role of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from it
- Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion
- Use evidence and quantitative data to propose or defend a public policy related to climate change
- Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
- Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints and willing to take action on public issues

Understandings:

Students will understand that...

- The definition of a citizen

Essential Questions:

- Who is a citizen?
- How does an immigrant become a citizen?

- There are three branches of government that function at the local and state level in New Jersey
- Individuals and civil society can influence public policy
- There are challenges facing communities and ways you can help
- There are skills necessary for effective, informed citizenship
- There is value in civic engagement
- There is a balance between individual freedom and the common good

- What rights and responsibilities does a citizen have that non-citizens (resident aliens) do not have?
- How does government function in New Jersey and in your local community and school district?
- How can I identify the appropriate branch or agency of government with authority to address my important issue?
- How can I research an important problem and develop the best solution?
- How can I assess the credibility of online or printed information?
- How can I determine whether a source is biased?
- Why is it important to research and carefully listen to opposing viewpoints?
- How can I investigate my issue and find high quality information?
- How can I work collaboratively with my classmates?
- How should I use social media for civic participation?
- How can I determine what is the best solution to the problem that I have identified?
- Why should I carefully consider several alternative solutions?
- How can I develop a written and/or oral presentation advocating your solution?
- Why do democracies fail?
- What might happen if citizens did not participate in democratic government at the local, state, or federal levels?
- What can individuals do to help ensure that the American experiment with democracy continues?
- What are the benefits of citizenship in a democracy?

Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Citizenship Pre-Test (September) • Citizenship Post-Test (June) • Good American Interviews • TCI: Celebrating Citizenship • KWL • Fact or Fake News: Google Perspectives- other countries • British textbook vs. American textbook • Multiple perspectives of 9/11 • How to find credible resources (authors, google advanced searches, who funds the articles) (TCI Support) • Finding multiple sources on the same topic • Library Databases (IMC) - recording --> Ed Puzzle • Class Constitution • Analyze voter turnout data (TCI how to use graphs) • Electoral College Maps • Reflect upon the differences between Greek/Roman Democracy to American Democracy • What is civic engagement? 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ○ Teacher monitoring of student progress. ○ Informal checks for understanding ○ Independent reading ○ Independent writing ○ Class discussions ○ Collaboration with others ○ Group work ○ Classwork ○ Homework ○ Teacher-created tests and quizzes ○ Teacher-created multimedia projects ○ Teacher-created 21st Century Learning Activities
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Benchmarks:
Assessment

Learning Plan

Learning Activities:

The Role of the Citizen in a Democratic Society (2 weeks)

Essential Question: How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Lesson Topics

- Topics: Rights & Responsibilities of Citizenship, Local & State Governments, Public Policy-Making, Citizen Action: Identifying a Problem or Issue, Developing and Proposing a Solution, Civic Participation: Active Citizenship and Democracy
- Events: 9/11, Constitution Day

Resources:
Teacher Created Instruction: Online Textbook, Interactive Notebook, and other tools.
21st Century Learning tools: Nearpod, Go Formative, NewsELA, Schoology, GIMKit, Ditch that Textbook, Blooket etc.
Interactive Smart TV
Student Laptops

Social Studies 6-12 Shared Folder

NJ Amistad Commission Interactive Curriculum (activities such as guided readings about Queen Nzinga and Estevanico)
Civics Boot Camp Ideas

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): Revolution and the New Nation (6.1.8.D.3.a): *Explain* how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a primary source (conduct an interview)
3.0	Students will be able to: <ul style="list-style-type: none"> • Evaluate primary and secondary sources
2.0	Students will be able to: <ul style="list-style-type: none"> • Learn the difference between a primary and secondary source
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>-Have students use only the Constitution, not the Student Text or the Reading Notes, to answer questions about their role as a citizen</p> <p>-Write to a local official In place of the Processing activity, have students write a letter to a local official about an issue in their community. The letters should have an introduction, a paragraph with background information about the issue, at least one paragraph with a detailed proposal about what the local government should do about the issue, and a conclusion. Review and comment on students' letters. Then have students revise and send their letters. (Culmination of Semester 1)</p>
Struggling Learners	<p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections.</p> <p>-Modify assignments and pacing to meet the needs of students.</p>
English Language Learners	<p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections</p> <p>-Utilize Google translate to translate text into native language, TCI Spanish Learners.</p> <p>-Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p>

<p>Special Needs Learners</p>	<p>-Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: http://www.nj.gov/education/udl/</p> <p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections.</p> <p>-Modify assignments and pacing to meet the needs of students.</p> <p>-Utilize district provided resources in coordination with student IEP or 504 plans.</p> <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Unit 2 Title: Foundational Concepts and Principles

Revolution in the Colonies

TCI Lessons: 5, 6, and 7

Unit Description:

The Declaration of Independence was created to address the American ideals and principles and protect basic human rights. The Continental Army won the war for independence against a superior Great Britain because of foreign aid, geographical-related tactics, and ultimately a compromise in the form of the Treaty of Paris. All of this culminated in the type of democratic government created for the common good of the people, which can now be identified as the pillars of American social order and individual rights.

Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. Disputes over political authority and economic issues contributed to a movement for independence in the colonies. Key events from the end of the French and Indian war to the Battle of Bunker Hill led to the writing of the Declaration of Independence. The Continental Army was able to win the war for independence against a superior Great Britain because of Foreign Aid, geographical related tactics, and leadership contributions from prominent individuals.

Unit Duration: 5-6 Weeks

Desired Results

Standard(s):

NJSLS Social Studies	ELA Reading	ELA Writing
Civics Standards 6.3.8. CivicsHR.1 6.1.8.HistoryUP.3.a. 6.1.8HistoryCC.3.d 6.3.8CivicsPI.1 6.3.8CivicsPR.1 6.3.8CivicsPR.5 6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.B.3.a 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.C.3.a 6.1.8.C.3.b 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c	RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7. RH.6-8.8. RH.6-8.9. RH.6-8.10.	WHST.6-8.1. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.7. WHST.6-8.8. WHST.6-8.9.

6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f		
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Indicators:

Students will be able to...

- Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
- Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies
- Engage in simulated democratic processes (i.e. legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
- Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
- Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies
- Engage in simulated democratic processes (i.e. legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
- Analyze primary and secondary sources to learn about various aspects of colonial life, including rights of colonists, religion, education, and life for enslaved African Americans.
- Identify the moral and political ideas of the Enlightenment that led to revolutionary fervor in the American colonies.
- Identify the roots of the nation's blend of civic Republicanism, classic liberal principles, and English parliamentary traditions.
- Analyze several actions of the British government between 1763 and 1775 that built resentment and divided the colonist in their feelings about British rule.
- Identify the final causes, that brought about independence.
- Analyze the principles of government outlined in the Declaration of Independence.
- Identify the impact of the American Revolution on other parts of the world.
- Examine the course of the war for independence and the subsequent defeat of the British.
- Construct an argument as to the source of human rights and how they are best protected

Understandings:

Students will understand that...

- Social, political, and cultural interaction between Britain and the colonies led to the development of revolutionary fervor in the American colonies.
- How British authority caused citizens in the American colonies to rebel against the British government.
- The idea of "common good" gives rise to the social contract
- Key events led to the writing of the Declaration of Independence.
- The Declaration of Independence was created to address American principles/ideals.
- The Continental Army was able to win the war for independence against a superior Great Britain.
- Natural and Human Rights should be protected.
- Compromise is an important component in the process of conflict resolution

Essential Questions:

- How does the government balance the need for social order and individual liberty?
- Why did the moral and political ideas of the Great Awakening lead to revolutionary fervor in the American colonies?
- What led to the Declaration of Independence?
- What did the Founders believe about government?
- Why was the Declaration of Independence written?
- Why is the rule of law important for a legitimate government?
- Why did British legislation passed by Parliament cause conflict with the colonies?
- When does it become necessary for citizens to rebel against their government?
- What principles of government are expressed in the Declaration of Independence?

- How does the judiciary protect against the abuse of power and authority?
- What is an “ideal”?
- What are our founding documents?
- What ideals are expressed in our founding documents? Where are American Ideals stated in our founding documents?
- How is the concept of “consent of the governed” implicit in our founding documents?
- What are the sources of conflict?
- How was the impact of the American Revolution felt around the world?
- Why did New Jersey’s location play an integral role in the American Revolution?
- How was the Continental army able to win the war for independence from Great Britain?
- How are conflicts between and among individuals resolved?
- How are conflicts between and among countries resolved?
- When is compromise necessary?
- How can conflicts be resolved peacefully in a democratic society?
- Why is respect for diverse perspectives a crucial component of civil discourse?
- What strategies can help us better incorporate multiple perspectives into civil discourse?
- What are examples where the rule of law has prevented abuse of authority (e.g. impeachment)?
- How have people used the language and ideas of the Declaration of Independence to promote equality?

Assessment Evidence

Performance Tasks:

- Construct a presentation using primary and secondary source to describe the cultural aspects of the colonies including: the rights of colonists, religion, economy, and life for enslaved African Americans.
- Compare ideas found in Common Sense and the Declaration of Independence to ideas from Enlightenment philosophers.
- Sequence the events between 1763-1775 that resulted in a deterioration of the British-American relationship.
- Evaluate the impact of key events that led to Independence.
- Analyze the principles of government outlined in the Declaration of Independence.
- Recognize how delegates from the Second Continental Congress were able to preserve the slave trade by suppressing Jefferson’s attempt to condemn it in the Declaration of Independence
- Evaluate the significance of the American Revolution as the catalyst for Independence

Other Evidence:

- Teacher monitoring of student progress.
- Informal checks for understanding
- Independent reading
- Independent writing
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- Teacher-created 21st Century Learning Activities

movements across the world. (Present Day Connections)

- Analyze key events to determine how the United States was able to defeat the British in the American Revolution.

Benchmarks:

Chapter Assessments

SGO – 1

M.P.1 Benchmark Assessment

Learning Plan

Learning Activities:

Lesson 5: Toward Independence (2 Weeks)

Setting the Stage: Revolution in the Colonies

Essential Question: How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Supporting Question: Why was there an American Revolution?

- **Topics:** Natural Rights, Authority, Conflict Resolution
- **Events:** French and Indian War, Acts and Taxes by Britain, Boston Massacre, Boston Tea Party, Lexington & Concord, First Continental Congress

Reading Further:

Explore: I Love the Story of Paul Revere, Whether he Rode or Not.

Lesson 6: The Declaration of Independence (1-2 Weeks)

Essential Question: How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Supporting Question: What principles of government are expressed in the Declaration of Independence?

- **Topics:** Common Good and Civic Virtue, American Ideals
- **Events:** Common Sense, Second Continental Congress, Olive Branch Petition, “Give Me Liberty or Give Me Death”, Question of Slavery

Reading Further:

Investigation Primary Resources: How did Common Sense Create Tension in the Colonies

Lesson 7: The American Revolution (2 Weeks)

Essential Question: How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Supporting/ Question: How was the Continental Army able to win the war for independence from Great Britain?

- **Topic: Conflict Resolution, Core Values and Principles of Democracy, Representative Government, Early Civic Engagement/Protest**
- **Events: Conflict of American Principles (American Revolution), Treaty of Paris (1783)**

TCI Lesson 7 Interactive Notebook: Preview, Sections 1-7, and Processing. (Capture the flag activities, time permitting)

Reading Further:

“George Washington: A Warrior Spirit and a Caring Heart.”

Resources:

Teacher Created Instruction: Online Textbook, Interactive Notebook, and other tools.

21st Century Learning tools: Nearpod, Go Formative, NewsELA, PowerSchool Unified, etc.

Interactive Smart TV

Student Laptops

Social Studies 6-12 Shared Folder

NJ Amistad Commission Interactive Curriculum (activities such as guided readings about Queen Nzinga and Estevanico)

Teacher selected novel (Possible choices: *Fighting Ground* or *Sophia’s War*)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): Revolution and the New Nation (6.1.8.D.3.a): *Explain* how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Construct a persuasive product that traces the causes of the American Revolution from the French and Indian War (Seven Years War) to the start of the American Revolution using the viewpoint of either a loyalist or patriot. Investigate the groups not represented in the key principles of the Declaration of Independence and take a position on how American democracy has worked to include or exclude those left out by the signers of the Declaration of Independence.
3.0	<p>Students will be able to: 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.</p> <ul style="list-style-type: none"> Examine the reasons why the Declaration of Independence was written and how its key principals evolved to become unifying ideas of American Democracy
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> List the powers of colonial governments prior to the French and Indian War (Seven Years War) Explain the acts or events that led to growing tensions between Britain and its North American colonies. Describe the relationship between Common Sense and the Declaration of Independence Summarize the key principles of the Declaration of Independence
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): Revolution and the New Nation (6.1.8.D.3.d): *Analyze* how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate the strategies employed during the Revolutionary War by Washington and take a position as to whether those same strategies could work today.
3.0	<p>Students will be able to: Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <ul style="list-style-type: none"> Analyze the impact of George Washington as general of the American revolutionary forces and political leader in the early history of the United States (1776-1786).
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> List two strengths and weaknesses of both the Continental Army and British Army. Explain Washington's role in the Battle of Princeton, Battle of Trenton, and at Valley Forge. Cite various strategies used by the Continental Army that led to the eventual outcome of the war. Identify and explain the ways nations came to the aid of the American cause.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<ul style="list-style-type: none"> -Distribute role cards so that each student has one of three different historical figures – a Patriot, a Loyalist, or a Neutralist. Utilizing the internet students will research their roles in preparation for a “town meeting.” - Students will conduct a mock “town meeting” where they will take on the role of the figure they were assigned. - After the mock town meeting students will be asked to complete activities demonstrating the arguments of each of the figures represented in the “town meeting.” -Conduct in-depth Internet research on a specific battle in the American Revolution. -Utilize research methods to provide a summary of the battle and its significance. Provide date, name, and location of the battle. - Develop directions for completing a round of Capture the Flag that would reflect what happened in the battle. - Provide detailed battle map with a visual aide to accompany your research.
<p>Struggling Learners</p>	<ul style="list-style-type: none"> -Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings. -Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections. -Modify assignments and pacing to meet the needs of students.
<p>English Language Learners</p>	<ul style="list-style-type: none"> -Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings. -Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections -Utilize Google translate to translate text into native language, TCI Spanish Learners. -Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
<p>Special Needs Learners</p>	<ul style="list-style-type: none"> -Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: http://www.nj.gov/education/udl/ -Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings. -Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections. -Modify assignments and pacing to meet the needs of students. -Utilize district provided resources in coordination with student IEP or 504 plans. <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product

	<p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- 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).
- 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.
- RH.6-8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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).
- RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 - Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9 - Analyze the relationship between a primary and secondary source on the same topic.
- 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.

- WHST.6-8.1 - Write arguments focused on discipline-specific content.
- WHST.6-8.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- 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.
- WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 3 Title: Foundational Documents – The Constitution: Forming a New Nation

TCI Lessons: 8, 9, and 10

Unit Description:

Problems with an ineffective Articles of Confederation resulted in the creation of a strong central government under the United States Constitution. The United States Constitution was developed with Checks and Balances, Three Branches of Government, and Division of Powers creating a more perfect Union. American rights and freedoms were protected with the ratification of the United States Constitution with the Bill of Rights.

Unit Duration: 8 weeks

Desired Results

Standard(s):

NJSLs Social Studies	ELA Reading	ELA Writing
<p>Civics Standards 6.1.8.CivicsPI3.d. 6.1.8.Civics.PD.3.a 6.3.8.CivicsHR.1 6.3.6 CivicsPR.1 6.3.8.CivicsPI.1 6.3.8.CivicsPR.5: 6.3.8.CivicsPR.2: 6.3.8.CivicsPR.5 6.1.8.CivicsPI.3.c 6.3.8.CivicsPR.7</p> <p>6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.C.3.b 6.1.8.D.3.g 6.1.8.A.4.a 6.1.8.A.4.b</p>	<p>RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7. RH.6-8.8. RH.6-8.9. RH.6-8.10.</p>	<p>WHST.6-8.1. WHST.6-8.2.</p> <p>WHST.6-8.4. WHST.6-8.6. WHST.6-8.7. WHST.6-8.8. WHST.6-8.9.</p>

Indicators:

Students will be able to...

- Analyze the effectiveness of the Articles of Confederation.
- Determine the causes of Shay’s Rebellion and its effect on the new nation.
- Identify the main points of contention during the development of the Constitution, the arguments surrounding them, and their resolutions.
- Describe the role of the founding fathers in the writing and ratification of the Constitution.
- Describe the underlining political philosophy of the Constitution championed by such men as James Madison and Alexander Hamilton.
- Identify the main features of the Constitution and describe the basic lawmaking process.

- Analyze how the Constitution divides powers among various levels and branches and preserves individual rights.
- Identify key rights and freedoms protected by the Bill of Rights and explain why those freedoms are important.

Understandings:

Students will understand that...

- Multiple factors led to the creation of a strong central government under the United States Constitution.
- The creation of the United States Constitution led to a more perfect Union.
- The reasons the Constitution needs a Bill of Rights.
- Americans rights and freedoms are protected by the Bill of Rights.
- The extent the founding documents (Constitution, Bill of Rights) articulate and establish/ensure American Ideals.
- Federalism is a key part of the structure of U.S. government.

Essential Questions:

- Why is a commitment to the common good important in a democratic society?
- What is “liberty”?
- What is “domestic tranquility”?
- What is “privacy”?
- How does the Fourth Amendment protect privacy and liberty?
- How has the Fourth Amendment been applied to past and current events?
- What did the Founders believe about government?
- What is popular sovereignty?
- How did the weaknesses of the Articles of Confederation lead to the creation of the Constitution?
- What were the causes of Shay’s Rebellion and what were its effects on the new nation?
- What compromises emerged from the Constitutional Convention?
- Why were the roles played by major leaders such as George Washington, James Madison, and Alexander Hamilton critical for ratification of the Constitution?
- What are the main features of the Constitution?
- How did the Constitution address the problems of the Articles of Confederation?
- How does the U.S. Constitution organize government to prevent an abuse of authority?
- How do the three branches of government interact: separation of powers vs. checks and balances?
- How does the Constitution promote economic development?
- How does the division of power preserve individual rights?
- How do the guiding principles of the Constitution create a more perfect union?
- Why did the founders decide to include a Bill of Rights in the Constitution?
- What are the key freedoms protected by the Bill of Rights?
- Who represents you in New Jersey and Washington, D.C.?
- Why are local and state elections important?
- What is federalism?
- How does federalism work?
- What powers have been delegated to the national government and which have been retained by or shared with state governments?
- Why is the Supremacy Clause important?
- How does the U.S. Constitution balance the interests of individuals and states with the need for a strong national government?

- What are the powers, responsibilities, limits and role of the Congress?
- How can we protect against abuse of authority by Congress?
- What are the powers, responsibilities, limits and role of the President?
- How and why has the authority of the President expanded over time?
- How can we protect against abuse of authority by the President?
- How does Judicial Review function?
- How do natural rights represent the dignity of each human being?
- How and why has the scope of judicial review expanded over time?
- How do Constitutional Amendments 4-8 help ensure fairness and equality before the law?
- What is an “ideal”?
- What are our founding documents?
- What ideals are expressed in our founding documents? Where are American Ideals stated in our founding documents?
- How is the concept of “consent of the governed” implicit in our founding documents?
- What are the sources of conflict?
- How are conflicts between and among individuals resolved?
- How are conflicts between and among countries resolved?
- When is compromise necessary?
- How can conflicts be resolved peacefully in a democratic society?
- Why is respect for diverse perspectives a crucial component of civil discourse?
- What strategies can help us better incorporate multiple perspectives into civil discourse?
- How does the judiciary protect against the abuse of power and authority?
- Was the Constitution sufficient to protect individual rights without the Bill of Rights?
- What is the process for amending the U.S. Constitution?
- What fundamental human rights are protected in the Bill of Rights?
- How has extending the right to vote supported the concept of the consent of the governed?
- How has the U.S. expanded or limited Individual rights?
- How would you define “fairness” or “justice”?
- What is “due process” and how does it protect individual rights?
- How should criminal actions be fairly addressed?
- How have people used the language and ideas of the Declaration of Independence to promote equality?

Assessment Evidence

Performance Tasks:

- Develop a persuasive essay that makes a clear and knowledgeable judgment regarding the Articles of Confederation and supports arguments with evidence, examples, and reasoning.
- Evaluate the significance of Daniel Shays's Rebellion.
- Analyze key events, personalities, and ideas during the Constitutional Convention.
- Discuss the issues of compromise during the Constitutional Convention.
- Create a compromise for the issues debated at the Constitutional Convention.
- Identify the main features of the Constitution and describe the basic lawmaking process.
- Create a graphic that represents the role of checks and balances in maintaining separation of power to ensure the preservation of individual rights.
- Using current events, analyze how the freedoms listed in the Bill of Rights are still relevant today.
- Rank the Bill of Rights amendments in order from most important to least important according to students' views.

Other Evidence:

- Monitoring of student progress
- Informal checks for understanding
- Independent reading
- Independent writing
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- Teacher-created 21st century learning activities

Benchmarks:

- Chapter assessments
- SGO 2 Assessment
- MP 2 Benchmark Assessment

Learning Plan

Learning Activities:**Lesson 8: Creating the Constitution (2 Weeks)****Setting the Stage: Forming a New Nation**

Essential Question: What Compromises emerged from the Constitutional Convention?

Problems in Articles of Confederation**Founders Beliefs**

- Liberty
- Domestic Tranquility
- American Ideals
- Privacy
- Consent of the governed in founding documents

Conflict and Compromise

- Sources of Conflict
- Virginia Plan
- New Jersey Plan

- 3/5 Compromise
- Great Compromise
- Choosing a Chief Executive

Lesson 9: The Constitution: A More Perfect Union (3 Weeks)

Essential Question: How has the Constitution created “a more perfect Union”?

Structure and Limits of the American Democratic Republic as set forth in our founding documents:

Powers, Responsibilities, limits, and role of Congress

- The Preamble Goals
- The Legislative Branch

Powers, Responsibility, limits of President

- The Executive Branch
- Changes in President authority over time
- Protection against abuse of power by the President

Powers, Responsibility, limits of Supreme Court

- The Judicial Branch
- Judicial Review
- Expansion of judicial review over time

Checks and Balances

Amendment Process

National, State, and Shared Government

- Federalism
- Shared powers
- Supremacy Clause

Principles of a Democratic Society

- Role of the citizen in a democratic society
- Consent of the Government
- Rule of Law
- Civic Virtue
- The Common Good
- Justice
- Equality
- Diversity

Lesson 10: The Bill of Rights (3 Weeks)

Essential Question: What freedoms does the Bill of Rights protect and why are they important?

TCI Lesson 10 Interactive Notebook: Preview, Sections 1-5, and Processing.

Amendments 1-10

- American Ideals
- Natural Rights
- Individual Rights
- Consent of Governed
- Due Process
- Fundamental human rights protected
- Assess how well we've met our democratic ideals

Resources:

Teacher Created Instruction: Online Textbook, Interactive Notebook, and other tools.

21st Century Learning tools: Nearpod, Go Formative, NewsELA, PowerSchool Unified, etc.

Interactive Smart TV

Student Laptops

Social Studies 6-12 Shared Folder

NJ Amistad Commission Interactive Curriculum- (activities such as 3/5's Compromise Lesson, use of Power Point Presentations "Decline of Slavery in the North," and "Constitutional Debate over Slavery", and Guided Reading about Mum Bet)

- <https://civiced.rutgers.edu/documents/nj-lessons/for-grades-6-8/15-new-jersey-and-the-american-revolution/file>
- <https://civiced.rutgers.edu/documents/nj-lessons/for-grades-6-8/16-new-jersey-s-first-constitution-1776/file>
- <https://civiced.rutgers.edu/documents/nj-lessons/for-grades-6-8/17-new-jersey-and-the-federal-convention-1787/file>
- <https://civiced.rutgers.edu/programs/project-citizen>
- <https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/67-national-state-and-local-government/file>
- <https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/54-new-jersey-s-judiciary-2/file>

Teacher selected novels (such as *Fever*)

Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

Standard(s): Revolution and the New Nation (6.1.8.A.3.b): *Evaluate* the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, federalism, checks and balances, and separation of powers) in establishing a federal government that allows for growth and change over time.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and Contrast the Articles of Confederation and the Constitution • Justify how the Constitution created "a more perfect Union" through examining the goals embedded in the Preamble.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, federalism, checks and balances, and separation of powers) in establishing a federal government that allows for growth and change over time. • Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the main features of the Constitution and describe the basic lawmaking process. • Describe how the Constitution divides powers among various levels and branches and preserves individual rights. • Explain how the guiding principles of the Constitution have created "a more perfect Union" and resulted in a government that can adapt to changing times.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): Bill of Rights (6.1.8.A.3.g)
Evaluate the impact of the Constitution and Bill of Rights on current day issues.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Propose a solution to a current social issue facing the United States using the Bill of Rights • Research a landmark Supreme Court case and create a product that justifies the decision that was reached by the majority of Supreme Court Justices.
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3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate the impact of the Constitution and Bill of Rights on current day issues. Determine the role compromise played in the creation and adoption of the Bill of Rights Evaluate the impact of the Bill of Rights on current day issues Examine major/key Supreme Court cases
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Debate both sides or perspectives of a landmark Supreme Court case to determine whether the rights and freedoms protected by the Bill of Rights relate to the issues involved. Cite evidence from each case and the Bill of Rights. Identify key rights and freedoms in the Bill of Rights Describe the issue of separation of church and state Explain why the freedoms listed in the Bill of Rights are important in their own lives List rights contained in each amendment
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p>
0.0	<p>Even with help, no success</p>

<h3 style="text-align: center;">Unit Modifications for Special Population Students</h3>	
<p>Advanced Learners</p>	<ul style="list-style-type: none"> -Analyze recent court cases that deal with the Bill of Rights and have students predict the outcome of each case. -Have students use a computer to research amendments that have been proposed to the Constitution. -Utilizing the amendment proposal research, students will write a two-paragraph amendment proposal of their own. Visual aide will be used to share amendment proposals with the rest of the class.
<p>Struggling Learners</p>	<ul style="list-style-type: none"> -Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings. -Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections. -Modify assignments and pacing to meet the needs of students.
<p>English Language Learners</p>	<ul style="list-style-type: none"> -Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings. -Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections -Utilize Google translate to translate text into native language, TCI Spanish Learners. -Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
<p>Special Needs Learners</p>	<ul style="list-style-type: none"> -Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: http://www.nj.gov/education/udl/ -Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.

	<p>-Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections. -Modify assignments and pacing to meet the needs of students. -Utilize district provided resources in coordination with student IEP or 504 plans.</p> <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections	
<p>Indicators:</p> <p>RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>RH.6-8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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).</p> <p>RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 - Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9 - Analyze the relationship between a primary and secondary source on the same topic.</p> <p>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.</p> <p>WHST.6-8.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>	

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.

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

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

**Unit 4 Title: The Constitution and American Ideals:
Launching the New Republic**

TCI Lessons: 11, 12, 13, and 14

Unit Description:

With the Constitution now in place, the country moves forward as a new nation. As the new government takes hold, the United States sees the growth of political parties. A land purchase doubles the nation's size and the country is engaged in another war with Britain. President Washington transformed the ideas of the Constitution into a real government. Events in Europe sharply divided American public opinion in the late 18th century. The United States expanded its borders during Thomas Jefferson's administration. War broke out again between the United States and Britain in 1812. American leaders devise a farsighted policy of improvements as North, South, and West develop distinct economies, but the sections gradually grow to guard their sectional interests. The North and the South developed different economic systems that led to political differences between the regions. Nationalism exerted a strong influence in the courts, foreign affairs, and westward expansion in the early 1800s. Andrew Jackson's policies spoke for the common people but violated Native American rights. Andrew Jackson confronted two important issues during his presidency – states' rights and a national bank. Americans tackled how economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity during the Early Republic.

Unit Duration: 5-7 weeks

Desired Results

Standard(s):

NJSL Social Studies	ELA Reading	ELA Writing
<p>Civics Standards 6.1.8.CivicsPI.3.a. 6.1.8.CivicsDP.3.a: 6.1.8.CivicsHR.3.a 6.3.8.CivicsDP.2 6.3.8.CivicsDP.3 6.1.8.CivicsDP.4.a 6.1.8.HistoryUP.5.a: 6.3.8.CivicsPR.3 6.3.6.CivicsHR.1 6.3.8.CivicsPI.1 6.3.8CivicsPR.1 6.3.8.CivicsPI.4</p> <p>6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.a 6.1.8.C.4.a 6.1.8.C.4.b 6.1.8.C.4.c</p>	<p>RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7. RH.6-8.8. RH.6-8.9. RH.6-8.10.</p>	<p>WHST.6-8.1. WHST.6-8.2.</p> <p>WHST.6-8.4. WHST.6-8.6. WHST.6-8.7. WHST.6-8.8. WHST.6-8.9.</p>

Indicators:

- Analyze Washington’s attitude toward the role of the federal government in the Whiskey Rebellion and his Farewell Address.
- Identify the positions of Federalists and Republicans in the election of 1800.
- Explain early U.S. foreign policy challenges.
- Identify major events of the War of 1812 and sequence on a timeline.
- Explain the intent of the Monroe Doctrine.
- Identify ways in which politics and popular culture reflected America’s growing national identity.
- Describe the perspectives of various groups of people in response to Jackson and his key policies.
- Evaluate how well Jackson promoted democracy, citing both positive and negative contributions.

Understandings:

Students will understand that...

- Federalists and Republicans had different visions of the political development of the new nation.
- In the early 1800’s, presidents had to decide what extent the United States was going to play in world affairs.
- A growing sense of nationhood and meaning behind being an American citizen developed during the early 1800’s.
- President Andrew Jackson promoted democracy with the idea that the common person should control the American government.

Essential Questions:

- What were the main ideas of Washington’s Farewell Address?
- How did the Federalist and Republican visions for the United States differ?
- To what extent should the United States have become involved in world affairs in the early 1800’s?
- What were the major events of the War of 1812?
- How did the Monroe Doctrine direct U.S. Foreign Policy?
- Why did themes in American art, music, and literature including works by Washington Irving, James Fennimore Cooper, and Henry Wadsworth Longfellow contribute to what it meant to be an American?
- How well did President Andrew Jackson promote democracy?
- What was the impact of Jackson’s policies on the outcome of events?

Civics Supporting Questions:

- What are the sources of conflict?
- How are conflicts between and among individuals resolved?
- How are conflicts between and among countries resolved?
- When is compromise necessary?
- How can conflicts be resolved peacefully in a democratic society?
- Why is respect for diverse perspectives a crucial component of civil discourse?
- What strategies can help us better incorporate multiple perspectives into civil discourse?
- How has federalism and checks and balances been used to prevent abuse of power by the national government?
- How has the U.S. expanded or limited Individual rights?
- What powers have been delegated to the national government and which have been retained by or shared with state governments?
- How and why has the authority of the President expanded over time?
- How and why has the scope of judicial review expanded over time?

- How does the judiciary protect against the abuse of power and authority?
- Is there equality of opportunity in the United States?
- How can the tensions between individual liberty, diverse communities, and equality of opportunity be reconciled in a democracy?

Assessment Evidence

Performance Tasks:

- Analyze Washington’s Farewell Address to determine Washington’s views on political parties and foreign affairs.
- Compare and contrast the beliefs of the Federalist and Democrat Republican Political Parties.
- Propose solutions to early U.S. foreign policy challenges, then compare them with real decisions and evaluate them.
- Sequence key events of the War of 1812.
- Evaluate the role the Monroe Doctrine had on U.S. foreign policy.
- Identify ways in which politics and popular culture reflected America’s growing national identity.
- Compare the response of different groups towards Jackson and his policies.
- Evaluate how well Jackson promoted democracy, citing both positive and negative contributions.

Other Evidence:

- Monitoring of student progress
- Informal checks for understanding
- Independent reading
- Independent writing
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- Teacher-created 21st century learning activities

Benchmarks:

- Chapter assessments
- SGO 2 Assessment
- MP 2 Benchmark Assessment

Learning Plan

Learning Activities:

Lesson 11: Political Developments in the Early Republic (1-2 Week)

- Whiskey Rebellion, French Revolution, Washington’s Farwell Address, Tripoli Pirates, Louisiana Purchase, Monroe Doctrine, War of 1812,

Essential Question: How did the Federalists and Republican visions for the United States differ?

TCI Lesson 11 Interactive Notebook: Preview, Sections 1-7, and Processing.

- *Federalist and Anti-Federalist party, Alien and Sedition Acts, Election of 1800, Virginia and Kentucky Plan,*

Investigation Primary Sources:

How did Conflicts Within Washington’s Cabinet Affect American Politics?

Lesson 12: Foreign Affairs in the Young Nation (1-2 Week)

Essential Question: To what extent should the United States have become involved in world affairs in the 1800s?

- *Foreign threats of 1789, Jay Treaty, XYZ Affair, Tripoli pirates, Louisiana Purchase, Monroe Doctrine*

TCI Lesson 12 Interactive Notebook: Preview, Sections 1-9, and Processing.

Reading Further:

Tecumseh, the Shooting Star

Lesson 13: A Growing Sense of Nationhood (1 Week)

Essential Question: What did it mean to be American in the early 1800s

TCI Lesson 13 Interactive Notebook: Preview, Sections 1-5, and Processing.

Reading Further:

A New Literature Celebrates a New Nation

Lesson 14: Andrew Jackson and the Growth of American Democracy (2 Weeks)

Essential Question: How well did Andrew Jackson promote democracy?

- *Indian Removal Act, Trail of Tears, Nullification Crisis, National Bank*

TCI Lesson 14 Interactive Notebook: Preview, Sections 1-6, and Processing.

Reading Further:

The Trail Where They Cried

Timeline Challenge

Resources:

Teacher Created Instruction: Online Textbook, Interactive Notebook, and other tools.

21st Century Learning tools: Nearpod, Go Formative, NewsELA, PowerSchool Unified, etc.

Interactive Smart TV

Student Laptops

Social Studies 6-12 Shared Folder

NJ Amistad curriculum -activities such as the Cherokee Rose dialogue and War of 1812 and Andrew Jackson guided readings)

<https://civiced.rutgers.edu/documents/nj-lessons/for-grades-6-8/18-new-jersey-and-the-war-of-1812/file>

Teacher selected novels (such as *The Last Roar*)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): Revolution and the New Nation (6.1.8.A.3.f): <i>Explain</i> how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.	
4.0	Students will be able to: <ul style="list-style-type: none"> Evaluate modern political parties and their platforms in order to formulate a person’s ideological foundation.
3.0	Students will be able to: <ul style="list-style-type: none"> Students will be able to: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. Analyze the impact of George Washington as the first president of the United States (1776-1797) and how this led to political parties.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain the Whiskey Rebellion Describe Washington’s attitude toward the role of the federal government in the Whiskey rebellion and in his Farewell Address. Identify the positions of Federalists and Republicans in the election of 1800. Describe why the 12th Amendment was established
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 6.1.8.A.4.c. <i>Evaluate</i> the impact of the Andrew Jackson on American democracy.	
4.0	Students will be able to: <ul style="list-style-type: none"> Formulate a hypothesis regarding the president’s role in promoting democracy (cite evidence). Research aspects of current presidency to determine democratic characteristics.
3.0	Students will be able to: <ul style="list-style-type: none"> Determine if Jackson’s policies aided economic development of country Evaluate current voting trends among American populous Examine democratic principles in modern America
2.0	Students will be able to: <ul style="list-style-type: none"> Debate both sides or perspectives of common and upper-class attitudes on Jacksonian Democracy. List accomplishments and failures of Jackson’s presidency Describe Andrew Jackson’s ‘road to the White House’ Jacksonian Democracy, spoils system, secede, civil servant, tariff, Trail of Tears
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	-Conduct research on one of the presidents from this unit.

	<p>-Have students use internet research to analyze the president's life, professional career, and long-term significance.</p> <p>- Utilize research to write a Eulogy for the president.</p> <p>- Provide a response to the following question: <i>To what extent should the president have been involved in world affairs?</i></p> <p>- Quotations included from the president to enhance memory of his presidency.</p>
Struggling Learners	<p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections.</p> <p>-Modify assignments and pacing to meet the needs of students.</p>
English Language Learners	<p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections</p> <p>-Utilize Google translate to translate text into native language, TCI Spanish Learners.</p> <p>-Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p>
Special Needs Learners	<p>-Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: http://www.nj.gov/education/udl/</p> <p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections.</p> <p>-Modify assignments and pacing to meet the needs of students.</p> <p>-Utilize district provided resources in coordination with student IEP or 504 plans.</p> <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

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

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.

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).

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.

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

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).

RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

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

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.

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

WHST.6-8.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

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.

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.

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.

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

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 5 Title: Growth and Change Over Time: An Expanding Nation

TCI Lessons 15 and 16

Unit Description:

The time period studies in “An Expanding Nation” allows for the examination of how leadership and decisions in the early administrations of the national government met the goals established in the Constitution as the national government grew and changed due to numerous land gains. Reflection will be made regarding how women, African Americans, and Native Americans experienced the impact of these land gains.

The economy of the United States grows, so does the nation’s territory, as settlers move west. Texas is annexed from Mexico, and vast lands in the west are through by the War. Technological changes created greater interaction and more economic diversity among the regions of the nation. Americans moved west, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific. Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences, and the issue of slavery. Tensions over the United States’ annexation of Texas led to war with Mexico, resulting in huge territorial gains for the United States.

Unit Duration: 3-4 Weeks

Desired Results

Standard(s):

NJSLS Social Studies	ELA Reading	ELA Writing
Civics Standards: 6.1.8CivicsPI.3.a. 6.1.8.CivicsPI.3.b 6.3.8.CivicsPR.2: 6.1.8.CivicsDP.3.a 6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.B.4.a 6.1.8.B.4.b	RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7. RH.6-8.8. RH.6-8.9. RH.6-8.10.	WHST.6-8.1. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.7. WHST.6-8.8. WHST.6-8.9.

Indicators:

- Describe the changing boundaries of the United States throughout the 1800’s.
- Analyze the causes, events, and effects of the Texas War for Independence and the Mexican-American War.
- Determine the effects of manifest destiny on westward expansion in the 1800’s.
- Analyze the motives, hardships, and economic incentives associated with westward expansion.
- Describe the role of pioneer women and the new status that western women achieved.

Understandings:*Students will understand that...*

- Manifest Destiny was a period of territorial acquisition and westward expansion lasting from 1803-1853.
- There were motives, hardships, and legacies for people moving West.

Essential Questions:

- How justifiable was U.S. expansion in the 1800's?
- What were the effects of Manifest Destiny on westward expansion in the 1800's?
- What were the causes, events, and effects of the Texas War for Independence and the Mexican-American War?
- What were the motives, hardships, and legacies of the groups that moved west in the 1800's?
- How did the role of pioneer women lead to a new status for western women?

Civics Supporting Questions

- Is there equality of opportunity in the United States?
- How can the tensions between individual liberty, diverse communities, and equality of opportunity be reconciled in a democracy?

Assessment Evidence**Performance Tasks:**

- Create a map that charts the changing boundaries of the United States throughout the 1800's.
- Analyze the causes, events, and effects of the Texas War for Independence and the Mexican-American War.
- Describe the role of manifest destiny on America's expansion in the 1800's.
- Draw a conclusion as to whether westward expansion was worthwhile.
- Explain how opportunities in the west led to an elevated status for women.

Other Evidence:

- Monitoring of student progress
- Informal checks for understanding
- Independent reading
- Independent writing
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- Teacher-created 21st century learning activities

Benchmarks:

- Chapter Assessments
- MP 3 Benchmark

Learning Plan

Learning Activities:

Lesson 15: Manifest Destiny and the Growing Nation (2 Weeks)

Setting the Stage: U.S. Territorial Acquisitions, 1803-1853

Essential Question: *How justifiable was U.S. expansion in the early 1800s?*

- **Topics:** *The Louisiana Territory, Florida, Texas, Oregon, Mexican–American War*

TCI Lesson 15 Interactive Notebook: *Preview, Sections 1-5, and Processing.*

Investigation Primary Sources:

What Inspired Americans to Move West?

Lesson 16: Life in the West (1 Week)

Essential Question: *What were the motives, hardships, and legacies of the groups that moved west in the 1800s?*

- **Topics:** *Explorers, Californios, Mountain Men, Missionaries, Pioneer Women, Mormons, Forty-Niners, and Chinese*

TCI Lesson 16 Interactive Notebook: *Preview, Sections 1-8, and Processing.*

Reading Further:

Gold Rush Pioneers

Lesson 17: Mexicano Contributions to the Southwest (1 Week)

Essential Question: *How have Mexicano contributions influenced life in the United States?*

TCI Lesson 17 Interactive Notebook: *Preview, Sections 1-9, and Processing*

Timeline Challenge (Can be found at the end of Lesson 17).

Resources:

Teacher Created Instruction: Online Textbook, Interactive Notebook, and other tools.

21st Century Learning tools: Nearpod, Go Formative, NewsELA, PowerSchool Unified, etc.

Interactive Smart TV

Student Laptops

Social Studies 6-12 Shared Folder

NJ Amistad Commission (activities such as dialogues Enrique Esparza: Remember the Alamo, Guided Reading: The Mexican American War, Alianzo Hispano Americo, Coffin Ships)

Teacher selected novel (such as *Hattie Big Sky*)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 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.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> 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. Assess the justification provided by the United States government for westward expansion in the 1800's.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Summarize the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> - Conduct research on further contributions from Mexican Americans. -Have students use research to write a new section for Chapter 17. -Modify the section to have a section title, subsections with titles, and an image with a caption. The text must adequately describe the contribution with examples and explain its influence on the United States.
Struggling Learners	<ul style="list-style-type: none"> -Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings. -Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections. -Modify assignments and pacing to meet the needs of students.

<p>English Language Learners</p>	<p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections</p> <p>-Utilize Google translate to translate text into native language, TCI Spanish Learners.</p> <p>-Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p>
<p>Special Needs Learners</p>	<p>-Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: http://www.nj.gov/education/udl/</p> <p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections.</p> <p>-Modify assignments and pacing to meet the needs of students.</p> <p>-Utilize district provided resources in coordination with student IEP or 504 plans.</p> <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- 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).
- 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.
- RH.6-8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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).
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- RH.6-8.9 - Analyze the relationship between a primary and secondary source on the same topic.

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.

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

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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.

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.

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.

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

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 6 Title: The American Experience: America in the Mid-1800s –

TCI Lessons 18, 19, and 20

Unit Description:

Americans continue to confront the ways in which economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity. By the Mid- 1800s, conditions in prisons, in schools, for slaves, and for women in the mid-1800's led to reform movements. As the institution of slavery continues during the political and economic expansion of the U.S., human rights continue to be violated and American ideals contradicted. The issue of slavery dominated United States' politics in the early 1850s. Proslavery and antislavery factions disagreed over the treatment of fugitive slaves and the spread of slavery to the territories. In the mid-1850s, the issue of slavery and other factors split political parties and led to the birth of new ones. A series of controversial events heightened the sectional conflict that brought the nation to the brink of war.

Unit Duration: 3 Weeks

Desired Results

Standard(s):

NJSLS Social Studies	ELA Reading	ELA Writing
Civics Standards 6.3.6.CivicsHR.1 6.3.8.CivicsPI.1 6.3.8CivicsPR.1 6.3.8.CivicsPR.5 6.1.8.CivicsDP.3.a: 6.1.8.CivicsHR.3.b 6.1.8.CivicsHR.3.c 6.1.8.CivicsHR.4.a 6.3.8.CivicsPR.3 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.b 6.1.8.D.4.c	RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7. RH.6-8.8. RH.6-8.9. RH.6-8.10.	WHST.6-8.1. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.7. WHST.6-8.8. WHST.6-8.9.

Indicators:

- Analyze how transcendentalism contributed to the spirit of reform.
- Describe the conditions in prisons, in schools, for slaves, and for women in the mid-1800's and identify the reform movements that resulted.
- Explain the contributions of such reformers as Horace Mann, William Lloyd Garrison, Frederick Douglas, and Elizabeth Cady Stanton.
- Debate the degree to which the grievances from the Declaration of Sentiments have been redressed today.
- Explain the effects of new inventions and manufacturing methods on the North and the South.
- Examine the geographic, economic, political factors involved in building a network of roads, canals, and railroads.
- Compare the lives of free blacks in the North with those of free blacks in the South.
- Describe aspects of slave life and forms of resistance to slavery.

Understandings:

Students will understand that...

- Conditions in prisons, in schools, for slaves, and for women in the mid-1800's led to reform movements.
- Life in the North and the South was different economically, socially, and politically.
- African Americans faced slavery and discrimination in the mid-1800's.

Essential Questions:

- How did transcendentalism contribute to the spirit of reform?
- What contributions did Horace Mann, William Lloyd Garrison, Frederick Douglas, and Elizabeth Cady Stanton make on the reform movement?
- Which grievances from the Declaration of Sentiments have been redressed today?
- To what extent did the reform movements of the mid 1800's improve life for Americans?
- How did geography, economy, types of transportation, and society differ between the North and South?
- What were the effects of new inventions and manufacturing methods on the North and South?
- What were the geographic, economic, and political factors involved in building a network of roads, canals, and railroads?
- How was life in the North different from life in the South?
- How did the lives of free blacks in the North differ from free blacks in the South?
- What were key aspects of slave life?
- What resistance to slavery existed in the mid-1800's?
- How did African Americans face slavery and discrimination in the mid-1800's?

Civics Supporting Questions:

- What are the sources of conflict? TCI Ch. 19
- How are conflicts between and among individuals resolved? TCI Ch. 19
- How are conflicts between and among countries resolved? TCI Ch. 19
- When is compromise necessary? TCI Ch. 19
- How can conflicts be resolved peacefully in a democratic society? TCI Ch. 19
- Why is respect for diverse perspectives a crucial component of civil discourse? TCI Ch. 19
- What strategies can help us better incorporate multiple perspectives into civil discourse? TCI Ch. 19
- Is there equality of opportunity in the United States? TCI Ch. 18, 19, 20
- How can the tensions between individual liberty, diverse communities, and equality of opportunity be reconciled in a democracy? TCI Ch. 18, 19, 20

Assessment Evidence

Performance Tasks:

- Explain how transcendentalism motivated people to reform society.
- Describe the conditions in prisons, in schools, for slaves, and for women in the mid-1800's and identify the reform movements that resulted.
- Compare the reform movements of the mid-1800s to reform movements today.
- Examine the common characteristics of slavery throughout the South and identify forms of resistance.

Other Evidence:

- Monitoring of student progress
- Informal checks for understanding
- Independent reading
- Independent writing
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- Teacher-created 21st century learning activities

Benchmarks:**Chapter Assessments**

Learning Plan

Learning Activities:**Lesson 18: An Era of Reform (1 Week)****Setting the Stage: Americans in the Mid-1800's**

Essential Question: To what extent did the reform movements of the mid-1800s improve life for Americans?

Women's Reform

- *E.C. Stanton*
- *Grimke Sisters*
- *Elizabeth Blackwell*
- *Lucretia Mott*
- *Seneca Falls Convention*
- *Declaration of Sentiments*

Abolitionist Movement

- *William Lloyd Garrison*
- *Frederick Douglass*
- *Sojourner Truth*

TCI Lesson 18 Interactive Notebook: Preview, Sections 1-5, and Processing.

Investigating Primary Sources:

What Were the Priorities for Education in the 19th Century?

Lesson 19: The Worlds of the North and South (1 Week)

Essential Question: How was life in the North different from life in the South?

Comparing Transportation- North and South

- **Railroads**
- **Canals**
- **Steamboats**
- **Roads**

Comparing Economics- North and South

- **Economic base**
- **Labor Forces**
- **Produce**

Comparing Society- North and South

- **Leading social classes**
- **Social Values**

Comparing Geography- North and South

- **Climate**
- **Physical Features**

TCI Lesson 19 Interactive Notebook: Preview, Sections 1-8, and Processing.

Reading Further:
The Mill Girls of Lowell

Lesson 20: African Americans in the Mid-1800 (1 Week)

Essential Question: How did African Americans face slavery and discrimination in the mid-1800s?

- **Working Conditions**
- **Living Conditions**
- **Treatment of slaves**
- **Resistance to slavery**
- **Slave Families and Communities**

TCI Lesson 20 Interactive Notebook: Preview, Sections 1-10, and Processing

Reading Further:
Harriet Tubman, Moses of the Underground Railroad

Timeline Challenge

Resources:

Teacher Created Instruction: Online Textbook, Interactive Notebook, and other tools.

21st Century Learning tools: Nearpod, Go Formative, NewsELA, PowerSchool Unified, etc.

Interactive Smart TV

Student Laptops

Social Studies 6-12 Shared Folder

NJ Amistad Commission (activities such as Frances Harper, Lucretia Mott, John Rock, and the Lowell Mill Girls dialogue.

Teacher selected novel (such as *Copper Sun*)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): SOC.6.1.8.D.4.b - [Cumulative Progress Indicator] - Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. Antebellum period.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare the reform movements of the mid-1800s to reform movements today. • Debate the degree to which the grievances from the Declaration of Sentiments have been redressed today.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how transcendentalism motivated people to reform society • Compare the different reform movements that developed during the mid-1800s •
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the conditions in prisons, in schools, for slaves, and for women in the mid-1800's and identify the reform movements that resulted. • Explain the contributions of such reformers as Horace Mann, William Lloyd Garrison, Frederick Douglas, and Elizabeth Cady Stanton. • Determine how reform movements improved life in the mid1800's.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): SOC.6.1.8.C.3.c - [Cumulative Progress Indicator] - Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate the impact of slavery's legacy on African Americans today. • Debate how the legacy of the slave time period as it impacts the U.S.today. For example, Confederate monuments, Harriett Tubman on the \$20 bill, and Human Trafficking.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare the lives of free blacks in the North with those of free blacks in the South. • Examine the common characteristics of slavery throughout the South and identify forms of resistance.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe aspects of slave life and forms of resistance to slavery. • Identify ways which individuals helped the antislavery movement in the mid-1800's. • Explain ways in which African Americans faced slavery and discrimination in the mid-1800's • Determine the role the cotton gin had in expanding slavery.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> -Students should write a letter to one of the reformers form this Unit. - The introduction should include a list of the reformer's accomplishments. - Describe in the body of the letter how the reformer's contributions to the reform movement changed life for Americans.
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	<p>-Conclusion that discusses whether the issues of the reform movement have been totally redressed today.</p> <p>-Students will need to complete individual research to complete the letter.</p>
Struggling Learners	<p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections.</p> <p>-Modify assignments and pacing to meet the needs of students.</p>
English Language Learners	<p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections</p> <p>-Utilize Google translate to translate text into native language, TCI Spanish Learners.</p> <p>-Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p>
Special Needs Learners	<p>-Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: http://www.nj.gov/education/udl/</p> <p>-Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings.</p> <p>-Modify requirements of writing activities in length and expectation.</p> <p>-Provide concrete examples and scenarios to make connections.</p> <p>-Modify assignments and pacing to meet the needs of students.</p> <p>-Utilize district provided resources in coordination with student IEP or 504 plans.</p> <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

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

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.

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).

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.

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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).

RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

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

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.

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

WHST.6-8.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

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.

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.

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.

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

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

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The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

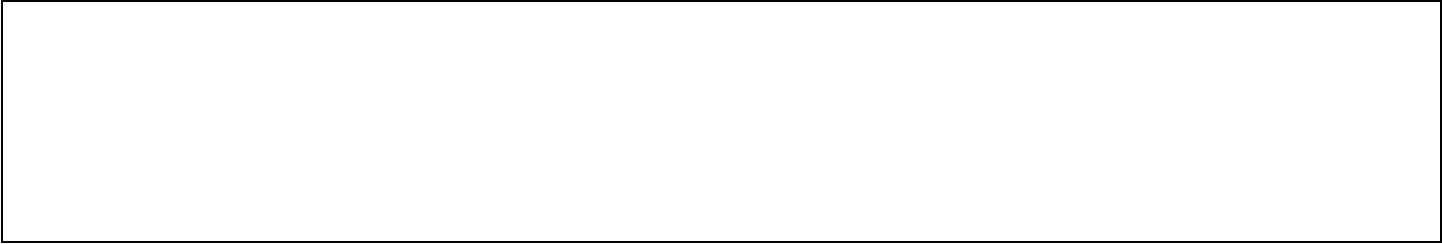
Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills



**Unit 7 Title: The Union Challenged –
TCI Lessons 21, 22, and 23**

Unit Description: For four bloody years, North and South struggle in the Civil War as the North tries to restore the Union and end slavery. Finally, Northern advantages in population, industry, and resources ensure victory. The secession of Southern states caused the North and the South to take up arms. By issuing the Emancipation Proclamation, President Lincoln made slavery the focus of the war. The Civil War brought about dramatic social and economic changes in American society. Key victories at Vicksburg and Gettysburg helped the Union wear down the Confederacy. The Civil War settled long-standing disputed over states' rights and slavery. As Congress enacts a policy of punishing the South for the Civil War, African Americans struggle to establish new lives. Eventually, the North tires of Reconstruction and Southern whites regain control over the states. Congress opposed Lincoln's and Johnson's plans for Reconstruction and instead implemented its own plan to rebuild the South. Various groups contributed to the rebuilding of Southern society after the war. Southern opposition to Radical Reconstruction, along with economic problems in the North, ended Reconstruction.

Unit Duration: 6 Weeks

Desired Results

Standard(s):

NJSLS Social Studies	ELA Reading	ELA Writing
6.1.8.A.5.a	RH.6-8.1.	WHST.6-8.1.
6.1.8.B.5.a	RH.6-8.2.	WHST.6-8.2.
6.1.8.C.5.a	RH.6-8.3.	
6.1.8.D.5.a	RH.6-8.4.	WHST.6-8.4.
6.1.8.D.5.b	RH.6-8.5.	WHST.6-8.6.
6.1.8.D.5.c	RH.6-8.6.	WHST.6-8.7.
	RH.6-8.7.	WHST.6-8.8.
Civics Standards	RH.6-8.8.	WHST.6-8.9.
6.1.8.HistoryUS.5.a	RH.6-8.9.	
	RH.6-8.10.	

Indicators:

- Trace the effects of territorial expansion on the debate over slavery.
- Analyze the impact of key events and the antislavery movement on the United States.
- Compare the strengths and weaknesses of the Union and Confederacy at the outbreak of the Civil War to predict the outcome of the war.
- Interpret connections between the Gettysburg Address and the Declaration of Independence.
- Explain how keys events of the Civil War affected economic, social, and political aspects of the United States as well as the outcome of the war.
- Identify the effects of the Freedman's Bureau and the black codes.
- Examine the Thirteenth, Fourteenth, and Fifteenth Amendments and their role in Reconstruction.
- Illustrate the effects of Reconstruction on African Americans' pursuit of full citizenship.

Understandings:*Students will understand that...*

- During the mid-1800's growing conflict between the North and the South inevitably caused the Civil War.
- Factors and Events influenced the outcome of the Civil War.
- Reconstruction attempted to bring full citizenship to African Americans and incorporate them into society.

Essential Questions:

- Why did territorial expansion cause slavery debate?
- How did antislavery movement events impact the Union?
- Which events of the mid-1800's kept the nation together and which events pulled apart?
- What were the strengths and weaknesses of the Union and the Confederacy at the outbreak of the Civil War?
- How did Abraham Lincoln use the Declaration of Independence in his speeches and writings?
- What were the views of leaders on both sides?
- Why might white and black Union soldiers have had different experiences during the war?
- How did key events of the Civil War, like the Battle of Gettysburg, affect soldiers and civilians?
- What factors and events influenced the outcome of the Civil War?
- Why were the 13th, 14th, and 15th amendments significant for Reconstruction?
- To what extent did Reconstruction bring African Americans close to full citizenship?

Civics Supporting Questions:

- How have people used the language and ideas of the Declaration of Independence to promote equality?
- What does the 14th Amendment mean by "equal protection under the law"?
- Why has the 14th Amendment become important as the United States has become more diverse?
- Is there equality of opportunity in the United States?
- How can the tensions between individual liberty, diverse communities, and equality of opportunity be reconciled in a democracy?

Assessment Evidence**Performance Tasks:**

- Examine how regional differences involving political, economic, and social issues, as well as differing views on slavery, led to the Civil War.
- Predict the outcome of the Civil War after examining the strengths and weaknesses of both the Union and the Confederacy.
- Analyze critical events and battles of the Civil War to determine how they contributed to the end of the war.

Other Evidence:

- Monitoring of student progress
- Informal checks for understanding
- Independent reading
- Independent writing
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects
- Teacher-created 21st century learning activities

- Determine the effectiveness of the 13th, 14th, and 15th Amendments on the pursuit of African American citizenship.

Benchmarks:

Chapter Assessments

MP 4 Benchmark

Final

Learning Plan

Learning Activities:

Lesson 21: A Dividing Nation (2 Weeks)

Setting the Stage: The United States, Mid 1800s

Essential Question: Which events of the mid-1800s kept the nation together and which events pulled it apart?

Topics: Missouri Compromise, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Dred Scott, Election of 1860

TCI Lesson 21 Interactive Notebook: Preview, Sections 1-8, and Processing.

Investigation Primary Resources:

How Did Slavery Create Tension Among the States Prior to the Civil War?

Lesson 22: The Civil War (2 Weeks)

Essential Question: What factors and events influenced the outcome of the Civil War?

Topics: Abraham Lincoln, Jefferson Davis, Anaconda Plan, Emancipation Proclamation, Gettysburg Address

TCI Lesson 22 Interactive Notebook: Preview, Sections 1-7, and Processing.

Reading Further:

Divided House, Divided Families

Lesson 23: The Reconstruction Era (2 Weeks)

Essential Question: To what extent did Reconstruction bring African Americans closer to citizenship?

Topics: Freedmans Bureau, Black Codes, 13th, 14th, 15th Amendments, Compromise of 1877, Jim Crow, Plessy v. Ferguson

TCI Lesson 23 Interactive Notebook: Preview, Sections 1-6, and Processing.

Reading Further:

The Long Road to Equal Rights

Resources:

Teacher Created Instruction: Online Textbook, Interactive Notebook, and other tools.
21st Century Learning tools: Nearpod, Go Formative, NewsELA, PowerSchool Unified, etc.
Interactive Smart TV
Student Laptops
Social Studies 6-12 Shared Folder
NJ Amistad Commission- (activities such as biographies of Clara Barton and John Rock, Dialogues of Dred Scott Case, primary sources including: Slave Narratives, Underground Railroad in NJ, Buffalo Soldiers, and Black Soldiers in the Confederate Army.)

Teacher selected novel (such as *Red Badge of Courage*)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 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.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze the causes and events that led to the Civil War from different perspectives.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> 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. Differentiate which events in the mid-1800’s kept the nation together and which events pulled it apart.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe efforts to reform education, women’s rights, slavery, and other issues during the antebellum period. Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. Summarize how push-pull factors led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Identify how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): (6.1.8.D.5.b) Analyze critical events and battles of the Civil War and determine how they contributed to the outcome of the war.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate the strategies employed during the Civil War by the North and the South and take a position as to whether those same strategies would have been effective in the War on Terror that we face today.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Students will be able to: Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war. Explain how key events of the Civil War, like the Battle of Gettysburg, affected soldiers and civilians
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Examine critical battles and events of the war and connect them to the Union’s Anaconda Plan. Draw connections between significant writings and speeches of Abraham Lincoln and the Declaration of Independence. Identify the views of leaders on both sides and compare and contrast the experiences of white and black Union soldiers Compare the strengths and weaknesses of the Union and Confederacy at the outbreak of the Civil War to predict the outcome of the war
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> -Conduct primary source research on Civil War period journals or letters. - Student should write their own letter/journal entry as if they were a Civil War soldier using primary source and class simulation experiences. - Sources should include experiences of the war that were discussed in Unit work.
Struggling Learners	<ul style="list-style-type: none"> -Use TCI reading tool to have each section read to students, also, utilize tools such as the vocabulary flashcard feature online to highlight important information in the readings. -Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections. -Modify assignments and pacing to meet the needs of students.
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Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit Title: NJ Law Adventure/Mock Trial

Unit Description: The NJ Law Adventure is a program created by the New Jersey State Bar Foundation. It is an educational mock trial activity open to public and private schools and other organizations in New Jersey. The goal is to promote students' understanding of the law and our justice system.

Unit Duration: 2 weeks

Desired Results

Standard(s):

SOC 6.3.8.CS6 – Demonstrate understanding of democratic values and processes.

SOC 6.3.8.D.1 – Engage in simulated democratic processes to understand how conflicting points of view are addressed in a democratic society.

LA.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

LA.RH.6-8.6 – Identify aspects of a text that reveal an author’s point of view or purpose.

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LA.WHST.6-8.1.A – Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reason and evidence logically.

LA.WHST.6-8.1.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.

Indicators:

Students will be able to...

- Identify the differences between a civil and a criminal case.
- Describe key courtroom concepts such as burden of proof, witness credibility, circumstantial evidence, and direct proof.
- Create their own civil/criminal case in regard to the topic chosen for the year.

Understandings:

Students will understand that...

- Civil and criminal cases have many differences between them.
- There are multiple factors that go into proving one’s guilt/innocence.
- In order for a case to be balanced, there must be an equal value of evidence on both sides of the argument, making it difficult to determine which side is correct.

Essential Questions:

- What are the differences between a civil case and a criminal case?
- How can a case be balanced?
- How can witnesses play a role in determining the outcome of a case.

Assessment Evidence

Performance Tasks:

- Compare and contrast the differences between a civil and criminal case.
- Analyze NJ Law Adventure cases to determine the arguments for each side of the case.
- Analyze issues presented in the cases and determine how they could be resolved.
- Create a well-balanced case in regard to the topic chosen for the year that utilizes concepts discussed throughout the course.

Other Evidence:

- Monitoring of student progress
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created 21st century learning activities

Benchmarks:

- Finalized Case

Learning Plan

Learning Activities:

Week 1

- Ask students what they know about courtroom trials. Go over the differences between criminal and civil cases.
- Go over details of various cases and have students determine if the trial is criminal or civil.
- Create a civil trial in regard to the topic chosen by NJ Law Adventure, then create a criminal trial.
- Review cases provided by NJ Law Adventure and highlight the arguments on both sides to show the importance of a balanced case. Besides the arguments, highlight the sub-issues and topics that each case presents.
- Have students try to debate each other over more cases to see if they can find anything that makes the case unbalanced.
- Brainstorm possible scenarios to create a case on that relates to the topic. Have students discuss their scenarios and identify pros and cons in order to strengthen scenarios.
- Divide students into groups and have them select a scenario or create a new one to work with for their case.

Week 2

- Create a well-balanced yet complex court case that relates to the topics chosen by NJ Law Adventure.

Resources:

New Jersey State Bar Foundation Website

<https://njsbf.org/school-based-programs/mock-trial/law-adventure-competition-for-grades-7-and-8/>

Unit Modifications for Special Population Students

Advanced Learners	-Conduct research involving similar cases and their verdicts based on the mock trial topic
Struggling Learners	-Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections. -Modify assignments and pacing to meet the needs of students.
English Language Learners	-Modify requirements of writing activities in length and expectation. -Provide concrete examples and scenarios to make connections -Utilize Google translate to translate text into native language, TCI Spanish Learners. -Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf

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