Willingboro Public Schools
Curriculum template.pending review

Revised June, 2022
name - Supervisor of ?

Curriculum template.pending review
(From New Jersey Student Learning Standards)

<insert NJSLS Curriculum Overview Here>

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Overview	Content Standards	Unit Focus
Unit 1 **Forming a New Nation**	6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b 6.1.8.CivicsPD.3.a 6.1.8.CivicsDP.3.a 6.1.8.HistoryCC.3.d 6.1.8.HistoryUP.3.a	During Unit 1, students will be introduced to the concept of forming a new nation. Students will learn how America responded to the internal and external challenges of becoming a new nation and implementing a new government. Students will develop an understanding of the Articles of Confederation, the Constitution, and the Bill of Rights.
Unit 1: *Suggested Open Educational Resources*	Grade 6 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Revolution to Reconstruction: 1754-1877)	
Unit 2 **The New Republic**	6.1.8.CivicsHR.3.a 6.1.8.HistoryCC.3.b 6.1.8.HistoryCC.4.a 6.1.8.EconET.4.a	During Unit 2, students will be introduced to the new republic. Students will learn about the Federalist and Republican visions for the United States. They will learn about President Jackson and how he worked to promote democracy.
Unit 2: *Suggested Open Educational Resources*	Grade 6 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Revolution to Reconstruction: 1754-1877)	

Overview	Content Standards	Unit Focus
Unit 3 **An Expanding Nation**	6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.b 6.1.8.HistoryCC.4.c 6.1.8.HistoryCC.4.d 6.1.8.EconET.4.a: 6.1.8.GeoSV.4.a 6.1.8.CivicsHR.4.a 6.3.8.CivicsPR.4:	During Unit 3, students will be introduced to the idea of an expanding nation. Students will learn about US expansion during the 1800s. They will learn about the concept of manifest destiny as well as the women's suffrage movement.
Unit 3: *Suggested Open Educational Resources*	Grade 6 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Revolution to Reconstruction: 1754-1877)	
Unit 4 **The Civil War & Reconstruction**	6.1.8.HistoryCC.5.a 6.1.8.HistoryCC.5.b 6.1.8.HistoryCC.5.c 6.1.8.HistoryUP.5.a 6.1.8.HistoryUP.5.b 6.1.8.HistoryUP.5.c 6.1.8.HistoryCC.5.d 6.1.8.HistoryCC.5.e 6.1.8.HistoryCC.5.f 6.1.8.HistoryCC.5.g	During Unit 4, students will be introduced to The Civil War and Reconstruction. Students will learn about the major events that played a role in starting the Civil War. They will learn about reconstruction, slavery and the transformation of the North and South.
Unit 4: *Suggested Open Educational Resources*	Grade 6 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Revolution to Reconstruction: 1754-1877)	

Unit 1: Forming a New Nation

Overview

During Unit 1, students will be introduced to the concept of forming a new nation. Students will learn how America responded to the internal and external challenges of becoming a new nation and implementing a new government. Students will develop an understanding of the Articles of Confederation, the Constitution, and the Bill of Rights.

Essential Questions	Enduring Understandings
- How did America respond to the internal and external challenges of becoming a new nation and implementing a new government? - What factors led to the creation of the United States Constitution? - How did the United States change as a result of the Constitution? - What compromises emerged from the Constitutional Convention? - How has the Constitution created a "more perfect Union?" - What freedoms does the Bill of Rights protect and why are they important?	- The weakness of the Articles of Confederation led to the writing of the Constitution. - The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. - The rights and freedoms of Americans are protected by the Bill of Rights. - Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic. - Compromise is the key to solving the issues that exist between political ideas and social reality.

Unit 1 Forming a New Nation

Content Standards

6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time
6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

Unit 1 Forming a New Nation

Content Standards

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

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

Core Ideas

Political and civil institutions impact all aspects of people's lives.

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

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

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

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

Student Learning Objectives

Students will…
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
 • Utilize modifications & accommodations delineated in the student's IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Provide repetition and practice. • Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions • Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time

Gifted and Talented Students	504 Plan
● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections	**Computer Science and Design Thinking**
ELA Standards ● RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ● W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ● SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**Computer Science and Design Thinking Practices** 1. ☐ Fostering an Inclusive Computing and Design Culture 2. ☐ Collaborating Around Computing and Design 3. ☐ Recognizing and Defining Computational Problems 4. ☐ Developing and Using Abstractions 5. ☐ Creating Computational Artifacts 6. ☐ Testing and Refining Computational Artifacts 7. ☐ Communicating About Computing and Design **Computer Science and Design Thinking Standards** ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change

Addressed in Unit 3

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. - Differentiated Interactive Notebook Entries - Student Role-Playing Activities - Exit Slips & 3-2-1 Reflections - Teacher-Created Quizzes - Digital Formative Assessment Options Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: - Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) - Exit tickets, rotational activities (stations), quizzes, and small group activities - Classwork, homework, group work (formative assessment) - Pre-Assessment, teacher's observation, class discussion, and journal	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessments:** - Create a poster to encourage Americans to ratify the U.S. Constitution. - Imagine that you are a reporter and write a story about the Constitutional Convention in 1787. - Write a letter to James Madison describing how the Constitution has created "a more perfect Union." - Create an argument to answer the question: How did state constitutions influence the U.S. Constitution? - Rewrite Thomas Jefferson's Statute for Religious Freedom for a modern audience. - Interpret excerpts from the Constitution. Evaluate how the Constitution provides a foundation for our free enterprise system. **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
● Articles of Confederation ● Bill of Rights ● Compromise ● Constitution ● Federal Power ● Union

District/School Tasks	District/School Primary and Supplementary Resources

● See Formative/Summative Assessments	**District-Mandated Resources**
	
	    ● Grade 6 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Revolution to Reconstruction: 1754-1877)
	
	Assessment Resources:
	
	Other Resources:
	
	    ● Teaching the Constitution
	    ● Slavery and the U.S. Constitution **(Amistad)**
	    ● Constitution USA
	    ● Bill of Rights and Resources
	    ● Articles of Confederation and Resources
	    ● A Constitution for Kids-ReadWorks **(Diversity, Equity and Inclusion)**

Instructional Best Practices and Exemplars
See Appendix A for Instructional Best Practices and Exemplars

Pacing Guide
<post link here>

Unit 2: The New Republic

Overview

During Unit 2, students will be introduced to the new republic. Students will learn about the Federalist and Republican visions for the United States. They will learn about President Jackson and how he worked to promote democracy.

Essential Questions	Enduring Understandings
- To what extent should the US have become involved in world affairs in the early 1800s? - How did the Federalist and Republican visions for the US differ? - What did it mean to be an American in the early 1800s? - How well did President Jackson promote democracy?	- The Federalist and Republican visions for the United States differed greatly from one another, with each holding strong views on the role of the federal government and the interpretation of the Constitution. - Early presidents held varying positions on US involvement in foreign affairs. - American culture in the early 1800s depended greatly upon sectionalism. - The presidency of Andrew Jackson saw a significant change in the way democracy was promoted.

Unit 2 The New Republic

Content Standards

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

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

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

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

Unit 2 The New Republic
Content Standards
6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
Core Ideas
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
Chronological sequencing helps us understand the interrelationship of historical events.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
Economic decision making involves setting goals and identifying the resources available to achieve those goals.

Student Learning Objectives
Students will… ● Construct timelines of the events occurring during major eras. ● Explain how major events are related to one another in time. ● Select and use various geographic representations to compare information about people, places, regions, and environments. ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. ● Compare and contrast differing interpretations of current and historical events. ● Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. ● Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently - Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes - Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed <u>Appendix A: Special Education Accommodations and Modifications</u>	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions - Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials - Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher - Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time
Gifted and Talented Students	**504 Plan**	
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered.	

• Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping	• Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments
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ELA Standards • RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. • W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. • SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**Computer Science and Design Thinking Practices** 8. ☐ Fostering an Inclusive Computing and Design Culture 9. ☐ Collaborating Around Computing and Design 10. ☐ Recognizing and Defining Computational Problems 11. ☐ Developing and Using Abstractions 12. ☐ Creating Computational Artifacts 13. ☐ Testing and Refining Computational Artifacts 14. ☐ Communicating About Computing and Design **Computer Science and Design Thinking Standards** • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Career Readiness, Life Literacies and Key Skills	

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
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- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
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- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change
Addressed in Unit 3
SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**

- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
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Targeted Academic Vocabulary
- Constitution - Democracy - Federalists - Foreign Affairs - Republicans - Sectionalism

District/School Tasks	District/School Primary and Supplementary Resources
● See Formative/Summative Assessments	**District-Mandated Resources** ● Grade 6 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Revolution to Reconstruction: 1754-1877) **Assessment Resources:** **Other Resources:** ● Dissent Lesson Plan ● Alien and Sedition Acts ● Who Needs the Constitution Anyway? ● Early American Presidents-ReadWorks ● Andrew Jackson

Instructional Best Practices and Exemplars
See Appendix A for Instructional Best Practices and Exemplars

Pacing Guide
\<post link here\>

Unit 3: An Expanding Nation

Overview

During Unit 3, students will be introduced to the idea of an expanding nation. Students will learn about US expansion during the 1800s. They will learn about the concept of manifest destiny as well as the women's suffrage movement.

Essential Questions	Enduring Understandings
- How justifiable was US expansion in the 1800s? - What were the motives, hardships, and legacies of the groups that moved west? - To what extent did reform movements in the mid 1800s improve life for Americans? - How did the Second Great Awakening and transcendentalism help inspire an era of reform in the United States beginning in the 1820's? - How did American public education develop, and what role did Horace Mann play in its development? - What were goals, accomplishments and struggles for the Women's Suffrage Movement? - In what ways did the institution of slavery affect the political, social,religious, economic, and cultural lives of African Americans in the South? - What were the physical obstacles, political issues, and economic factors involved in building a network of roads, canals, and railroads in the Northeast? - Why did a wave of immigrants come from northern Europe to America from 1845 to 1860 and how did they contribute to the growth and changing characteristics of cities?	- The westward expansion of the United States was closely related to the concept of Manifest Destiny, which many used as justification for America's territorial expansion. - The US gained new territory through a variety of means. - The story of westward expansion involved settlers moving onto land already occupied by Native Americans. - Life in the West was very challenging and did not generally live up to the idealized and romantic notions that people sometimes have ascribed to it. - Westward expansion involved not just white Europeans, but immigrants and slaves as well. - Reformers, who were inspired by the Second Great Awakening, impacted American social reform in many areas. - The abolitionist campaign sparked the struggle for women's rights. - Reform movements had their greatest effect in the North. - Regardless of the great impact African Americans had on the development of American life, they could not escape intense racism throughout the country. - Natural resources, hard work and innovation shaped America in the 1800s

Unit 3 An Expanding Nation

Content Standards
6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

Unit 3 An Expanding Nation
Content Standards
6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
Core Ideas
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
Economic decision making involves setting goals and identifying the resources available to achieve those goals.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Student Learning Objectives

Students will…
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently - Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments.	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions - Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher - Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support

● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication ● Allow extended time to complete assignment ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience	● Increase one on one time

Gifted and Talented Students	504 Plan
● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections	Computer Science and Design Thinking
ELA Standards ● RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**Computer Science and Design Thinking Practices** 15. ☐ Fostering an Inclusive Computing and Design Culture 16. ☐ Collaborating Around Computing and Design 17. ☐ Recognizing and Defining Computational Problems

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

18. ☐ Developing and Using Abstractions

19. ☐ Creating Computational Artifacts

20. ☐ Testing and Refining Computational Artifacts

21. ☐ Communicating About Computing and Design

Computer Science and Design Thinking Standards
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change
6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. - Differentiated Interactive Notebook Entries - Student Role-Playing Activities - Exit Slips & 3-2-1 Reflections - Teacher-Created Quizzes - Digital Formative Assessment Options Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessments:** - Create a minidrama about a group of people that moved to the West in the 1800s. - Compose a song with lyrics that describe the experience of four groups that moved to the West. - Consider what led settlers to move West in the 1800s. Write a human-interest article about someone who migrated for the gold rush. - Create a "report card" evaluating the reform movements of the period.

• Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher's observation, class discussion, and journal	**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary

- Expansion
- Manifest Destiny
- Migrate
- Reform
- Territory
- Suffrage

District/School Tasks	District/School Primary and Supplementary Resources
• See Formative/Summative Assessments	**District-Mandated Resources** • Grade 6 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Revolution to Reconstruction: 1754-1877) **Assessment Resources:** **Other Resources:** • Manifest Destiny: The American Dream or an Ecological Crisis? **(Climate Change)** • Manifest Destiny: Environmental Injustice **(Climate Change)** • Exploring Manifest Destiny • Teaching Women's Suffrage **(Diversity, Equity and Inclusion)** • Six Influential AAPI Women in Suffrage History **(AAPI)** • Suffrage in the United States **(Holocaust)** • How Queer Women Powered the Suffrage Movement **(LGBTQ+)**
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	

Pacing Guide
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Unit 4: The Civil War & Reconstruction

Overview

During Unit 4, students will be introduced to The Civil War and Reconstruction. Students will learn about the major events that played a role in starting the Civil War. They will learn about reconstruction, slavery and the transformation of the North and South.

Essential Questions	Enduring Understandings
● Why was compromise an unsuccessful strategy in preventing conflict? ● What were the major events that played a role in starting the Civil War? ● Did slavery cause the civil war? ● How did the Civil War make or change modern America? ● Did Reconstruction move us closer to or further away from our nation's ideals? ● Can one society truly understand and rebuild another society's broken social structure?	● Although the United States became unified with the ratification of the Constitution, various factions and regional groups still sought to protect their interests and way of life. ● The seeds of the Civil War were sewn in the compromises made within the Constitution that protected slavery, the subsequent ineffectual political compromises, and the growing Southern belief that central government served as an extension of Northern interests. ● The country began to develop into two different societies with distinct economies, culture, and political views that could not be held together by further compromises that pleased neither side and avoided solving the issue of slavery. ● Throughout the 1800s, sectionalism, economic interests, slavery, and states' rights all tore at the Union. ● From 1861 to 1865, the US saw the bloodiest conflict in its history, with over 600,000 Americans dead. ● Geography influenced why the war was fought, how it was fought, and how Reconstruction was managed. ● The Civil War transformed the United States into valuing nation over section; into seeing the federal government as the engine of social and economic progress; and into having a modern economy. ● By the end of Reconstruction, slavery was dead, the Union preserved, and both North and South transformed. However, the ideal of a society purged of racial

	injustice went unfulfilled as the South remained segregated for almost another 100 years. ● Reconstructive issues such as states' rights and sectionalism and citizenship have since remained issues Americans have never threatened war upon each other to the extent that they did in the 1860s.

Unit 4 The Civil War & Reconstruction
Content Standards
6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.

Unit 4 The Civil War & Reconstruction
Content Standards
6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
Core Ideas
Historical events may have single, multiple, direct and indirect causes and effects.
Historical contexts and events shaped and continue to shape people's perspectives.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Student Learning Objectives
Students will… ● Construct timelines of the events occurring during major eras. ● Explain how major events are related to one another in time. ● Select and use various geographic representations to compare information about people, places, regions, and environments. ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. ● Compare and contrast differing interpretations of current and historical events. ● Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. ● Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. ● Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently - Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes - Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions - Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials - Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher - Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time
Gifted and Talented Students		**504 Plan**
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest		- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice

- Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources - Provide problem-based assignments with planned scope and sequence - Utilize inquiry-based instruction - Adjust the pace of lessons - Utilize Choice Boards - Provide Problem-Based Learning - Establish flexible Grouping	- Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Break long assignments into smaller parts - Assist student in setting short term goals - Allow for preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Model and reinforce organizational systems (i.e. color-coding) - Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections	**Computer Science and Design Thinking**
ELA Standards - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. - RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. - RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. - RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. - W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. - W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. - SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**Computer Science and Design Thinking Practices** 22. ☐ Fostering an Inclusive Computing and Design Culture 23. ☐ Collaborating Around Computing and Design 24. ☐ Recognizing and Defining Computational Problems 25. ☐ Developing and Using Abstractions 26. ☐ Creating Computational Artifacts 27. ☐ Testing and Refining Computational Artifacts 28. ☐ Communicating About Computing and Design **Computer Science and Design Thinking Standards** 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Career Readiness, Life Literacies and Key Skills	

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change
Addressed in Unit 3
SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**

● **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

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District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● Differentiated Interactive Notebook Entries ● Student Role-Playing Activities ● Exit Slips & 3-2-1 Reflections ● Teacher-Created Quizzes ● Digital Formative Assessment Options Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher's observation, class discussion, and journal	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessments:** ● Visit five sites at the battlefield at Gettysburg in July 1863. Write a eulogy honoring those who fought and died during the Civil War. ● Write a letter from the perspective of a young person who has a family member that took the other side in the Civil War. ● Draw and annotate images to illustrate how life in the North was different from life in the South. **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
● Civil War ● Conflict ● Constitution ● Racial Injustice ● Ratification ● Reconstruction ● Segregation ● Slavery ● Union

District/School Tasks	District/School Primary and Supplementary Resources
● See Formative/Summative Assessments	**District-Mandated Resources** ● Grade 6 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Revolution to Reconstruction: 1754-1877) **Assessment Resources:** **Other Resources:** ● Civil War Letters **(Diversity, Equity and Inclusion)** ● Civil War Hospitals ● Lessons from the Civil War **(Amistad)** ● Slavery and the Civil War **(Amistad)** ● Women and War **(Diversity, Equity and Inclusion)** ● The Underground Railroad-CommonLit **(Amistad)** ● The Cotton Club-CommonLit **(Amistad & SEL)**

Instructional Best Practices and Exemplars
See Appendix A for Instructional Best Practices and Exemplars

Pacing Guide
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Appendix A: **Instructional Best Practices and Exemplars**

Appendix A: Instructional Best Practices and Exemplars: Unit 1

Appendix A: Instructional Best Practices and Exemplars: Unit 2

Appendix A: Instructional Best Practices and Exemplars: Unit 3

Appendix A: Instructional Best Practices and Exemplars: Unit 4

Appendix B:

Exemplars and Explanations

Appendix B: Instructional Exemplars and Explanations: Unit 1

Appendix B: Instructional Exemplars and Explanations: Unit 2

Appendix B: Instructional Exemplars and Explanations: Unit 3

Appendix B: Instructional Exemplars and Explanations: Unit 4

Appendix C:

\<subject\> Classroom Philosophy, Schedule, Structure, and Expectations