

**Middle School  
Grade 7  
United States History  
Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton  
Superintendent**

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**The Linden Board of Education adopted the Curriculum Guide on:**

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**August 26, 2021**

**Date**

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**Education – Item # 9**

**Agenda Item**

**Rationale**

**Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.**

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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### **Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

### **Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

### **Social Studies Department Vision**

Know the past. Engage the present. Impact the future.

### **Social Studies Department Mission Statement**

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

### **Social Studies Department Goals**

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

## I. Course Description

This course will examine the timespan of the Early Republic through Reconstruction. The content will be presented focused on the five fields of Social Studies (History, Culture, Government, Geography, and Economics). This course will have a strong emphasis on developing the skills to help students effectively engage various topics of our nation's history and examine how our nation's history has shaped and continues to influence today's society. Throughout the year active citizenship and current events will be a point of emphasis.

## II. Course Instructional Materials

- Discovery Education Social Studies Tech Book
- ActiveClassroom
- Bring History Alive! (Sourcebooks for United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

## III. Standards and NJDOE Mandates Guiding Instruction

### A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

### B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

<http://www.socialstudies.org/c3>

### C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at: <http://www.njamistadcurriculum.net>

### D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>

### E. History of disabled and LGBT persons included in middle and high school curriculum

- A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources at: <https://www.lgbtqhistory.org/lesson-plans/>

### F. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available at: <https://www.welcomingschools.org>

### G. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies. Resources available: <https://asianamericanedu.org>

#### IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

#### V. Pacing Guide

First Marking Period	Unit #1: The Revolutionary Era Unit #2: The New Nation and Early Republic
Second Marking Period	Unit #3: Growth and Expansion
Third Marking Period	Unit #4: A Union in Crisis
Fourth Marking Period	Unit #5: Civil War and Reconstruction

#### VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, focusing on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

## VII. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> <li>• Teacher Presentation</li> <li>• Student Presentation</li> <li>• Class Discussion</li> <li>• Socratic Discussion</li> <li>• Reading for Meaning</li> <li>• Inquiry Design Model</li> <li>• Interactive Lecture</li> <li>• Interactive Notetaking</li> <li>• Compare and Contrast</li> <li>• Research Based</li> <li>• Problem Based</li> <li>• Project Based</li> </ul> <p><b>504 Plans</b></p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>• walk, breathe, eat, or sleep</li> <li>• communicate, see, hear, or speak</li> <li>• read, concentrate, think, or learn</li> <li>• stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>• preferential seating</li> <li>• extended time on tests and assignments</li> <li>• reduced homework or classwork</li> <li>• verbal, visual, or technology aids</li> <li>• modified textbooks or audio-video materials</li> <li>• behavior management support</li> <li>• adjusted class schedules or grading</li> <li>• verbal testing</li> <li>• excused lateness, absence, or missed classwork</li> <li>• pre-approved nurse's office visits and accompaniment to visits</li> <li>• occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for further independent research on topics of interest related to the unit of study</li> <li>• Advanced leveled readers and sources</li> <li>• Increase the level of complexity</li> <li>• Decrease scaffolding</li> <li>• Variety of finished products</li> <li>• Allow for greater independence</li> <li>• Learning stations, interest groups</li> <li>• Varied texts and supplementary materials</li> <li>• Use of technology</li> <li>• Flexibility in assignments</li> <li>• Varied questioning strategies</li> <li>• Encourage research</li> <li>• Strategy and flexible groups based on formative assessment or student choice</li> <li>• Acceleration within a unit of study</li> <li>• Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>• Encourage students to move through content areas at their own pace</li> <li>• After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>• Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Guided notes with highlighted words and concepts</li> <li>• Use of Merriam-Webster's ELL dictionary</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>

# VIII. Social Studies Department Writing Rubric

		0	1	2	3	4
Introduction	Historical Context	does not discuss the background for the question	alludes to events, with relevance, into historical time period	is present but needs to be more concise	adequately places events, with relevance, into historical time period	clearly and accurately places events into historical time period
	Thesis	no thesis is identified	thesis is alluded to or does not accurately address the question	thesis is not clearly presented or does not fully address the question	thesis is presented and accurate but could be further developed	thesis is fully presented, well-focused and structured
	Outline of Evidence	does not support the thesis or is absent altogether	limitedly supports the thesis or meets the demands of the question	supports the thesis or demands of the questions, but could contain better examples or but could be more concise	largely supports the thesis or demands of the questions	evidence is presented, organized, and effectively supports the thesis
Discussion	Historical Knowledge	Demonstrates little knowledge or contains many inaccuracies	Offers some relevant knowledge but lacks consistent specifics or depth	offers relevant details but is not evenly applied throughout the paper	Offers relevant and consistent details throughout paper but lacks full depth or coverage of content	In-depth and accurate, applied consistently and convincingly to support thesis
	Strength of Argument	The essay is mostly a narrative and there is no attempt to form an argument.	Arguments are present but largely consist of generalized statements	Arguments indicate some in-depth discussion but not consistency throughout	Arguments indicate in-depth discussion but some components could be further developed	Argument is relevant, in-depth and supported by evidence
	Demands of the Question	are not completely addressed	are limitedly addressed throughout the response	are partially addressed throughout the response	are largely met through a clearly focused response	are fully met showing high degree of awareness.
	Historiography		does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	is integrated effectively into the answer to support and supplement the argument	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	Recaps Thesis and Evidence	thesis and evidence are not summarized or there is no conclusion	Conclusion is present but does not recap the essay sufficiently	The thesis and evidence are partially summarized	thesis and evidence are both mostly summarized and explained	thesis and evidence are fully summarized and well explained.
Logistics	Organization and Structure	is absent altogether	lacks clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Quality of the Prose	There are severe language or grammatical issues that detract from the quality of the essay	There are many language or grammatical issues that detract from the quality of the essay or it is illegible	There are some language or grammatical issues that detract from the quality or it is difficult to decipher	There are minimal language or grammatical issues that detract from the quality of the essay	There are no language or grammatical issues that detract from the quality of the essay

Score

INC

F

D

C

GRADE

Range

0 through 6

7 through 12

13 through 18

19 through 25

Score

B-

B+

A-

A+

Range

26 through 28

29 through 32

33 through 36

37 through 40

**Unit #1**  
**The Revolutionary Era**

**Overview:**

Students will be learning that disagreements over political and economic issues contributed to a move for independence within the colonies. The causes, course, and nature of the American Revolution. The fundamental principles of the United States Constitution which serves as the foundation of the United States government today.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**Additional Essential Questions:**

- Why does conflict develop?
- How does geography, climate, and natural resources affect the way that people live?
- How do the various levels of technological development affect different cultures?
- How can citizens and groups participate effectively in the democratic process?

**Enduring Understanding...**

- People respond to and resolve conflict in a variety of ways
- Where we live, influences how we live
- Local, national, and international relationships are affected by economic transactions.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- Decisions, events and actions of the past affect the present and the future.

**Students will be able to...**

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas

- make inferences
- draw conclusions
- paraphrase
- summarize

### **Students will know...**

#### **Assessment Topic 1.1: Causes of the Revolution**

##### Key Vocabulary/Terms:

- Sons of Liberty, mercantilism, English Bill of Rights, Magna Carta, enlightenment, monarch, King George III, Navigations Act, Plymouth, Quartering Act, Mayflower Compact, parliament, boycott, repeal, rebellion, Loyalist, petition, preamble, Pontiac's Rebellion, French and Indian War, royal governor, Daughters of Liberty, Proclamation of 1763, Pontiac, Albany Plan, minutemen, Boston Tea Party, Intolerable Acts.

##### Key Concepts/Ideas:

- There were many causes for the development of conflict between Britain and the colonies that spanned over many years.
- The consequences of that conflict and how it motivated colonial leaders and others to act
- The thinkers of the Enlightenment influenced early American leaders and the founding fathers

##### Possible Misunderstandings:

- The French & Indian War was only fought between the French and Native Americans
- Colonists always resented British rule.
- All colonists in North America were British.

#### **Assessment Topic 1.2: The Fight for Independence**

##### Key Vocabulary/Terms:

- ambush, blockade, privateer, The Battle Bunker Hill, the Treaty of Paris, The Battle of Trenton, The Battle of Lexington and Concord, treason, Hessian Mercenaries, The Battle of Saratoga, The Continental Army, Ethan Allen, Benedict Arnold, Phillis Wheatly, James Armistead, York Town, militia, Frederick Von Steuben,

##### Key Concepts/Ideas:

- The opposing sides in the American Revolution were America, France, Spain and some Native American Tribes v. Great Britain and Other Native American Tribes
- The significant battles of the Revolutionary War and the strategies of both sides. The Battle of Bunker Hill, The Battle of Trenton
- How the Americans gained European and Native American allies in the war. France hesitant at first ended up supporting American in the American Revolution.
- Native American motivations for fighting with colonists: Some Native Americans still had ill feelings towards the British from the French and Indian War. Some Native American Tribes allied with the British because the Crown set limitations on new settlements in Native American lands.

##### Possible Misunderstandings:

- All colonists were Patriots
- The War for Independence was an easy victory for the Patriots
- The Patriots defeated the British without the help of foreign allies
- African Americans did not fight in the Revolutionary War
- Women did not contribute to the American war effort.

#### **Assessment Topic 1.3: Aftermath of the Revolution**

##### Key Vocabulary/Terms:

- national debt, abolition, loyalist, patriot, Abigail Adams, John Adams, revolution, civil war, democracy, James Armistead

##### Key Concepts/Ideas:

- The roles that Native Americans, African-Americans, and women played in the Revolutionary war and those groups motivation for the actions they took.
- African-Americans hoped to change their condition soldiers (unofficially)
- Native Americans wanted to preserve their land (many Native Americans fought with the Americans,
- Women took on new roles (traveling with the army, managing business and farms, & becoming battlefield nurses) some by choice some by necessity. Women hoped that their actions during the war would lead to change in their status in society.
- The economic effects the war had on America.



- The country was in debt for the weapons and supplies it needed for the war

Possible Misunderstandings:

- That African Americans and Women did not play important roles in the Revolutionary War.
- That Native Americans all fought on the same side in the war.
- That life was easy in America after the war.
- That all Native American tribes fought in the war on one side or the other.
- That after the war there was liberty and justice for all Americans.

**New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

- Examine the attitudes of Americans towards slavery and Native Americans in reference to the U.S. Constitution.
- The Exclusion of Africans in the rights of Americans.
- The dehumanization of African Americans in the Constitution with the three fifths clause.
- The involvement of African Americans in the American revolution.
- Delegates and founding fathers were slave owners
- Omission of the word "slave" in the U.S. Constitution
- Laws that were created to eradicate African American culture.

Topics that address the Holocaust Commission Mandate...

- Examine the attitude of colonist regarding the British officials that were often the target of violence.
- Examine the attitudes of the colonists towards slaves and Native Americans as they pertain to the founding principles of the Declaration of Independence.
- Effect on Native American Population due to contact with colonist

Topics that address the LGBT and Special Needs Mandate...

- Examination and analysis of correspondences between key figures of the Revolutionary era such as Hamilton, Washington, Franklin, von Steuben, and Lafayette had. Debate the nature and meaning of their relationships and the impact it had on events of the time.

Topics that address the Asian American and Pacific Islander Mandate...

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**STAGE 2**  
**Evidence of Learning**

**Formative Activities, Tasks, or Projects:**

Assessment Topic 3.1: Causes of the Revolution

- Create historical arguments or narratives explaining at least one reason why the English Parliament felt it was justified in taxing the colonies to help pay for a war fought in their defense and at least one reason why the colonists, claiming their rights as Englishmen, challenged the legitimacy of the new taxes as "taxation without representation"

Assessment Topic 3.2: The Fight for Independence

- Explain why Thomas Jefferson wrote the Declaration of Independence, what its signers risked in putting their names to the document, and what its consequences were for the newly declared nation
- IDM: *What does Liberty Look Like?*
- Research places in your state and local community which were named for Revolutionary War leaders. *What were the significant contributions of their individuals? What lessons can be learned from their lives.*
- Cases and Controversies in U.S. History: Women's Right and the Revolution (1776), (Active Classroom)

Assessment Topic 3.3: Aftermath of the Revolution

- Map the cession of western lands by various states to the national government
- Interpret documentary evidence from diaries, letters, and journals to construct sound historical arguments, debates, or narratives on such issues as the following:
  - Show the factors that led to women to seek new roles and rights in American Society

- To what extent were they influenced by such revolutionary ideals as liberty, equality, and the right to representation?
- To what extent were they constrained by the social conventions of the 18th century?

### **Summative Activities, Tasks, or Projects:**

- DBQ: *What caused the American Revolution?*
- Road to Revolutions Interactive timeline project.
- DBQ: *Did African Americans, Native Americans, and women have common motivations for participating in the Revolutionary War?*

## **STAGE 3 Learning Plan**

### **Test Topics and Lesson Themes:**

#### Assessment Topic 3.1: Causes of the Revolution

Lesson Theme 3.1.1: French & Indian War

Lesson Theme 3.1.2: Taxation without Representation

Lesson Theme 3.1.3: Colonial Protest (Boycott, Town Hall Meetings, Tar & Feathering, Sons/Daughters of Liberty)

#### Assessment Topic 3.2: The Fight for Independence

Lesson Theme 3.2.1: Declaration of Independence

Lesson Theme 3.2.2: Victories & Defeats

Lesson Theme 3.2.3: Society during the War (African Americans, Native American, Women)

#### Assessment Topic 3.3: Aftermath of the Revolution

Lesson Theme 3.3.1: Impact of the Treaty of Paris

Lesson Theme 3.3.2: Social, Political, Economic Outcomes

### **Unit Specific Interdisciplinary Connections / Materials**

- **Literacy:** *The Midnight Ride of Paule Revere*
- **Science:** Inventions By Benjamin Franklin lighting rod & bifocals, also using g steam for power, and carbonated water.

### **Unit Specific Accommodations & Modifications**

#### Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

#### Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

#### English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: Early America, Shell Publishing, 2011.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

## **Additional Materials**

**Digital Tools/Resources:** NearPod, Newsela, Turnitin

### **Printed Resources:**

- George Washington's letters
- Transcript of King's Proclamations October 7, 1763

- Seven Years' War and Pontiac's War video
- pamphlet "The Negro as a soldier" written by Christian A. Fleetwood
- Journals of the Continental Congress, March 29, 1779
- Transcript of a Speech to the Six Confederate Nations, Mohawks, Oneidas, Tuscaroras, Onondagas, Cayugas, Senecas, from the Twelve United Colonies, convened in Council at Philadelphia, July 13, 1775
- The Sentiments of an American Woman
- The Treaty of Paris

## Unit #2 The New Nation

### Overview:

Students will be learning that forming a new government that would address the needs of a new nation was a challenging task. The principals of the United States Constitution serve as the foundation of the United States government today, which was used by the leaders of the new nation to establish a stable democratic government and economy.

## STAGE 1 Desired Results

### Essential Questions...

- Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

### Additional Essential Questions

- How are governments created, structured and changed?
- What can prompt changes to and in a government?
- What is the purpose and responsibilities of government?
- Why do laws change?

### Enduring Understanding...

- People respond to and resolve conflict in a variety of ways
- Governments can change based on the needs of people, their society and their culture
- Regional differences impact peoples views on government
- Decisions made in the past can influence the future

### **Students will be able to...**

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

### **Students will know...**

#### **Assessment Topic 2.1: Constitution replaces the Articles of Confederation**

##### Key Vocabulary/Terms:

- Legislative, Alliance, Second Continental Congress, the Articles of Confederation, Northwest Ordinance of 1787, Currency, economy, commerce, Constitutional Convention, tariff, Land Ordinance of 1785, constitution, framers, constitutional convention, Virginia plan, delegate

##### Key Concepts/Ideas:

- The Articles of Confederation was the first constitution but made the federal government too weak and hindered the nation's growth.
- The importance of the Northwest Ordinance
- Revolution Brings about realizations via Shay's Rebellion
- The delegates at the Constitutional Convention decide on a plan for a new government
- The New Jersey Plan and the Virginia Plan led to the Connecticut Compromise
- Convention delegates decide that there will be three branches of the federal government and what their responsibilities will be.

##### Possible Misunderstandings:

- The Declaration of Independence created the framework for America's first government.
- The Constitution was always the "law of the land."
- The period after the Revolutionary War was a time of great national unity.
- George Washington became president immediately after the Revolutionary War.
- Everyone at the convention wanted to change the Articles of Confederation
- The current debate about the federal and state power is a new issue

#### **Assessment Topic 2.2: Compromise (Ratifying the Constitution)**

##### Key Vocabulary/Terms:

- legislative branch, judicial branch, executive branch, federal, Virginia Plan, delegate, compromise, Senate, House of Representatives, Three-Fifths Compromise, ratification, reserved powers, separation of powers, checks and balances, Bill of Rights

##### Key Concepts/Ideas:

- The large states and the small states had different interests that influenced their opinions on the Constitution.
- The Virginia Plan and the New Jersey plan were the foundations of the Great Compromise
- Slavery almost derailed negotiations, impacted representation and divided the nation. The conflict was resolved with the three-fifths compromise
- Division throughout the nation Federalist vs Anti-Federalists make arguments for and against the ratification of the Constitution.
- The Bill of Rights appeases both the Federalists and the Anti-Federalists

##### Possible Misunderstandings:

- All the Founders agreed about the need for a Bill of Rights.
- The ratification of the Constitution happened quickly.

#### **Assessment Topic 2.3: Washington's Presidency**

##### Key Vocabulary/Terms

- Precedent, Cabinet, Neutrality, Inaugurate

Key Concepts/Ideas:

- The federal government developed under George Washington
- George Washington set precedents for future leaders

Possible Misunderstandings:

- George Washington had a trouble-free presidency

**Assessment Topic 2.4: Challenges to the New Government**

Key Vocabulary/Terms

- Political Party, Democracy, Federalist, Democratic-Republican, National Debt, Whiskey Rebellion, Implied Power, Bank of the United States, Neutrality, XYZ Affair, Alien and Sedition Acts, Kentucky and Virginia Resolutions, Tariffs

Key Concepts/Ideas:

- The two-party system developed in the United States
- Alexander Hamilton and Thomas Jefferson were at odds over the foundation of the government
- The new government responded to internal and external challenges
- Hamilton proposed economic solutions to address the nation's debt problem (ie. Bank of the United States, infrastructure, tariffs)

Possible Misunderstandings:

- George Washington's cabinet members had similar views
- Political parties that exist today are the same parties that existed in the 1790s and have the same beliefs
- Other countries respected the United States choice to remain neutral

**STAGE 2**  
**Evidence of Learning**

**Formative Activities, Tasks, or Projects:**

**Assessment Topic 2.1: Constitution replaces the Articles of Confederation**

- Assess the comparative accomplishments and failures of the national government under the Articles of Confederation.
- Debate whether: *"The Articles of Confederation was an effective government"*
- Compare the interests of those delegates who opposed and those who defended slavery, and explain the consequence of the compromise over slavery. (Bring History Alive)
- Examine the importance of Shay's Rebellion in the decision to call a convention to amend the Articles of Confederation.

**Assessment Topic 2.2: Compromise (Ratifying the Constitution)**

- Government Activators: Bill of Rights, Personal Rights (Active Classroom). In this activity, students will read cards about the first, second, and fourth amendments and investigate the limits and freedoms of the court system.
- Examine how the expression of LGBT community is protected constitutionally via the first amendment

**Assessment Topic 2.3: Washington's Presidency**

- Explain precedents set by Washington by creating a skit based on secondary and primary sources
- Analyze George Washington's advice to Americans through his Farewell Address by writing a short answer response highlighting what advice Washington gave that is most relevant in today's society .
- Write from the perspective of an American voter from the 1792 election, analyzing the issues that divide the country, or a federalist who sides with Alexander Hamilton, or a Republican who sides with Thomas Jefferson or, an independent who, like George Washington, tries to listen to both sides and does not automatically accept one party's stand on the issues

**Assessment Topic 2.4: Challenges to the New Government**

- Analyze the social and economic bases of the two emerging political parties through the completion of a comparison chart
- Research the differences between Hamilton and Jefferson's views on government and develop arguments for or against Jefferson/Hamilton's ideas and form a debate
- Create an advertisement showing and describing one of the political parties views to persuade voters
- Evaluate the role of ordinary people in the Whiskey Rebellion by describing reasons people objected the whiskey tax in a short response
- Use a Cause and Effect diagram to explain the internal and external problems of the United States in early years
- Select a specific problem the United States faced and determine the solution proposed by Hamilton.

- Cite specific textual evidence to support analysis of primary and secondary sources by using The New Nation, Common Core Assessments in U.S. History, The New Nation: Assessment 1

### **Summative Activities, Tasks, or Projects:**

- Document Based Question and Document Based Essay: What challenges did George Washington face as president?  
Hamilton Vs Jefferson Debate: Use sources from the unit to construct a debate on major issues

## **STAGE 3 Learning Plan**

### **Test Topics and Lesson Themes:**

#### **Assessment Topic 2.1: Constitution replaces the Articles of Confederation**

Lesson Theme 2.1.1: Northwest Ordinance

Lesson Theme 2.1.2: Weaknesses (shay's rebellion/debt)

Lesson Theme 2.1.3: Need for a new constitution

Lesson Theme 2.1.4: Framing of the constitution (Madison's Plan)

#### **Assessment Topic 2.2: Compromise (Ratifying the Constitution)**

Lesson Theme 2.2.1: The Compromises (3/5<sup>th</sup>, Great Compromise, Compromise of 1790)

Lesson Theme 2.2.2: The Bill of Rights

#### **Assessment Topic 2.3: Washington's Presidency**

Lesson Theme 2.3.1: Washington as President

Lesson Theme 2.3.2: George Washington leaves advice for the country (Farewell Address)

#### **Assessment Topic 2.4: Challenges to the New Government**

Lesson Theme 2.4.1: Addressing the nation's debt

Lesson Theme 2.4.2: US Neutrality Violated

Lesson Theme 2.4.3: Opposing Views Create Political Parties: Hamilton Vs. Jefferson

### **Unit Specific Interdisciplinary Connections / Materials**

- Excerpt from the novel *Wilderness Boy* by Margery Evernden
- Excerpt from the novel *Burr: A Novel* by Gore Vidal

### **Unit Specific Accommodations and Modifications**

#### **Multiple Intelligence Activities and Engagement:**

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

#### **Gifted and Talented Accommodations & Modifications**

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

#### **English Language Learners, Special Education, and At-Risk Accommodations & Modifications**

- Leveled Texts for Social Studies: Expanding & Preserving the Union, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

### **New Jersey Department of Education - State Instructional Mandates:**

#### **Topics that address the Amistad Commission Mandate...**

- Examine the role attitude towards slaves played in shaping the New Nation.
- Discuss the treatment and contribution of African Americans during the development of the new nation
- Discuss how the first president and his members of his cabinet were slave owners

#### **Topics that address the Holocaust Commission Mandate...**

- Examine the attitudes of Americans in the New Nation towards Native Americans.

Topics that address the LGBT and Special Needs Mandate...

- “Discuss allegations regarding Hamilton’s sexuality
- Examine the first amendment in relation to protections of all people including LGBT

**Additional Materials**

**Digital Tools/Resources:** NearPod, Newsela, Turnitin

**Printed Resources:** Excerpts from George Washington’s Farewell Address, 1796, Excerpts from George Washington’s First Inaugural Address, 1789, Bring History Alive, 5.1 Washington’s Presidency (Discovery Education), 5.2 Hamilton Vs. Jefferson (Discovery Education)

**Unit #3**  
**Growth and Expansion**

**Overview:**

Students will be learning that the election and presidency of Thomas Jefferson continued to shape the government in America. They will also acquire knowledge about major events like the Louisiana Purchase and the War of 1812 also affected the nation.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**Additional Essential Questions:**

- How are governments created, structured and changed?
- What are the characteristics of a leader?
- Why does conflict develop?
- How does geography influence the way people live?

**Enduring Understanding...**

- People respond to and resolve conflict in a variety of ways
- Governments can change based on the needs of people, their society and their culture
- Geography influences needs, culture, opportunities, choices
- Decisions made in the past can influence the future

**Students will be able to...**

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions



- paraphrase
- summarize

### **Students will know...**

#### **Assessment Topic 3.1: Jefferson's Presidency**

##### Key Vocabulary/Terms

- Unconstitutional, Judicial Review, Louisiana Territory, Louisiana Purchase, Agrarian, Corps of Discovery, National Debt

##### Key Concepts/Ideas:

- Jefferson doubled the country's borders through the Louisiana Purchase
- Marbury v Madison established the principle of judicial review and holds laws passed by Congress up to the Constitution.
- Under Jefferson, the Lewis and Clark expedition mapped the area between the Mississippi River and Pacific Ocean.
- Jefferson believed in government for the people by the people

##### Possible Misunderstandings:

- Lewis and Clark traveled with ease to the Pacific Ocean
- The federal government has always had more power than the state government

#### **Assessment Topic 3.2: War of 1812**

##### Key Vocabulary/Terms

- War of 1812, impressment, embargo act, embargo, nonintercourse act, Battle of Tippecanoe, Battle of York, Battle of Plattsburg, Battle of New Orleans, the Treaty of Ghent

##### Key Concepts/Ideas:

- The War of 1812 is also known as the second war for independence
- Disagreements with the British caused the United States to issue an embargo
- The results of the War of 1812 benefited the United States economically and politically

##### Possible Misunderstandings:

- The United States did not engage in a second full scale war against Great Britain
- The United States did not try to resolve issues before entering war
- The United States won the War of 1812

#### **Assessment Topic 3.3: Foreign Affairs**

##### Key Vocabulary/Terms

- Rush-Bagot Agreement, Oregon Country, First Seminole War, Adams-Onís Treaty, Monroe Doctrine, nationalism

##### Key Concepts/Ideas:

- The United States signed multiple treaties and agreements with other countries to solidify US borders and status
- President James Monroe and John Quincy Adams drafted the Monroe Doctrine to prevent European interference with newly independent countries.

##### Possible Misunderstandings:

- Monroe Doctrine is used immediately
- Other countries did not have to abide by the Monroe Doctrine

#### **Assessment Topic 3.4: Challenges of Expansion**

##### Key Vocabulary/Terms:

- Land Ordinance of 1785, Northwest Ordinance of 1787, Battle of Horseshoe Bend, American System, Market Revolution, National Road, Erie Canal, Tariff of 1816, McCulloch Vs. Maryland

##### Key Concepts/Ideas:

- The Northwest Ordinance outlined the process for becoming a state and codified democratic principles in the territories.
- New transportation improved travel to the West
- Native Americans reacted to America's early expansion with resistance

##### Possible Misunderstandings:

- There are no requirements for statehood.
- Transportation systems were lacking prior to inventions like the steamboat, canals, etc.

### **New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

- Discuss the role of African Americans during the period of growth.
- Discuss Jackson's involvement in finding runaway slaves in Florida.

Topics that address the Holocaust Commission Mandate...

- Examine the attitudes of the colonists towards foreigners as they pertain to the topics of study during the Early Republic especially the Alien and Sedition Acts
- Examine the role of Native American resistance.
- Jackson's role in putting a stop of Seminole raids on Georgia, Alabama, Mississippi

Topics that address the LGBT and Special Needs Mandate...

- Discuss Nicholas Biddle's records of Native Americans allowing same-sex marriage and referring to the "two-spirit" of their people's gender.

## STAGE 2 Evidence of Learning

**Formative Activities, Tasks, or Projects:**

**Assessment Topic 3.1: Jefferson's Presidency**

- Cite specific textual evidence to support analysis of primary and secondary sources by using Westward Expansion, Common Core Assessments in U.S. History, Westward Expansion: Assessment 1
- Map the journey of Lewis and Clark's Expedition using American History Series: Westward Expansion and Migration, page 19
- Examine the case of Marbury v. Madison, use details from an article to complete a graphic organizer looking at several events, from American History Series, US History People and Events 1607-1865, p41-42

**Assessment Topic 3.2: War of 1812**

- Sequence important events leading up to and regarding the War of 1812, timeline activity.
- Analyze "The Star-Spangled Banner" and translate the lyrics into modern English.
- Develop a historical argument whether or not the War of 1812 united the new nation, Bringing History Alive.

**Assessment Topic 3.3: Foreign Affairs**

- Determine how the major agreements that United States made with foreign nations benefited the U.S by completing a graphic organizer sequencing the events and their effects.
- Examine the Monroe Doctrine and answer questions based on the source to gain understanding, use Primary Sources, Constitution and New Government Early Foreign Policy, p53
- Analyze a political cartoon about the Monroe Doctrine and create a political cartoon making a point about the Monroe Doctrine.

**Assessment Topic 3.4: Challenges of Expansion**

- Determine the meaning of words and phrases as they are used in the text by using Westward Expansion, Common Core Assessments in U.S. History, Westward Expansion: Assessment 4
- Analyze the Northwest Ordinance by using an excerpt of the text of the Northwest Ordinance by using Primary Sources Westward Expansion, p 32

**Summative Activities, Tasks, or Projects:**

- Document Based Question: What led Americans to declare war on Britain in 1812?
- Document Based Question: Why do we remember Thomas Jefferson?
- Create a timeline highlighting important events that shaped how the US during its first 50 years and built a new national identity

## STAGE 3 Learning Plan

## **Assessment Topics and Lesson Themes:**

### **Assessment Topic 3.1: Jefferson's Presidency**

Lesson Theme 3.1.1: Age of Jefferson

Lesson Theme 3.1.2: Louisiana Purchase and Expedition

Lesson Theme 3.1.3: Marbury v. Madison Case

### **Assessment Topic 3.2: War of 1812**

Lesson Theme 3.2.1: The U.S. vs Britain and Native Americans

Lesson Theme 3.2.2: Era of Good Feelings

### **Assessment Topic 3.3: Foreign Affairs**

Lesson Theme 3.3.1: Territory and Boundary Negotiations

Lesson Theme 3.3.2: Monroe Doctrine

### **Assessment Topic 3.4: Challenges of Expansion**

Lesson Theme 3.4.1: Settling new territories

Lesson Theme 3.4.2: Native American resistance

Lesson Theme 3.4.3: Internal Improvements

## **Unit Specific Interdisciplinary Connections / Materials**

- *Bold Journey: West with Lewis and Clark: A Novel* by Charles Bohner
- *Stream to the River, River to the Sea: A Novel* of Sacagawea by Scott O'Dell
- *Girl of the Shining Mountain's: Sacagawea's Story* by Peter Roop
- Documentary: *Lewis and Clark: The Great Journey West*
- *Andrew Jackson, State of the Union speech excerpts re: Indian Removal*
- Elias Boudinot letter on Indian Removal (resource Reading like a Historian)

## **Unit Specific Accommodations and Modifications**

### **Multiple Intelligence Activities and Engagement:**

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

### **Gifted and Talented Accommodations & Modifications**

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

### **English Language Learners, Special Education, and At-Risk Accommodations & Modifications**

- Leveled Texts for Social Studies: Expanding & Preserving the Union, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

## **New Jersey Department of Education - State Instructional Mandates:**

### **Topics that address the Amistad Commission Mandate...**

- Discuss the role of African Americans during the period of growth.
- Discuss Jackson's involvement in finding runaway slaves in Florida.

### **Topics that address the Holocaust Commission Mandate...**

- Examine the attitudes of the colonists towards foreigners as they pertain to the topics of study during the Early Republic especially the Alien and Sedition Acts
- Examine the role of Native American resistance.
- Jackson's role in butting a stop of Seminole raids on Georgia, Alabama, Mississippi

### **Topics that address the LGBT and Special Needs Mandate...**

- Discuss Nicholas Biddle's records of Native Americans allowing same-sex marriage and referring to the "two-spirit" of their people's gender.

## Additional Materials

**Digital Tools/Resources:** NearPod, Newsela, Turnitin

**Primary & Secondary Source Analysis:**

**Unit #4**  
**A Union in Crisis**

**Overview:**

Students will explore how the election and presidency of Thomas Jefferson continued to shape the government in America. They will also acquire knowledge about major events like the Louisiana Purchase and the War of 1812 also affected the nation.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**Additional Essential Questions**

- How are governments created, structured and changed?
- What are the characteristics of a leader?
- Why does conflict develop?
- How does geography influence the way people live?

**Enduring Understanding...**

- People respond to and resolve conflict in a variety of ways
- Governments can change based on the needs of people, their society and their culture
- Geography influences needs, culture, opportunities, choices
- Decisions made in the past can influence the future

**Students will be able to...**

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences

- draw conclusions
- paraphrase
- summarize

### **Students will know...**

#### **Assessment Topic 4.1: Andrew Jackson's Presidency**

##### Key Vocabulary/Terms

- Suffrage, spoils system, nullify, corrupt bargain, Jacksonian Democracy, Nullification Crisis

##### Key Concepts/Ideas:

- Andrew Jackson's presidency was controversial
- New ways of campaigning affected the election of 1824 and 1828
- There were debates over states' rights and the rights over the federal government

##### Possible Misunderstandings:

- The president that wins the most popular votes wins the election
- Tactics for winning an election are always ethical.
- Presidents are always considered heroes

#### **Assessment Topic 4.2: Treatment of Native Americans**

##### Key Vocabulary/Terms

- Trail of Tears, Indian Removal Act, Indian Territory

##### Key Concepts/Ideas:

- Native Americans were forced to move west of the Mississippi River
- Native Americans resisted removal and experienced hardships like the Trail of Tears

##### Possible Misunderstandings:

- Native Americans never tried to adapt to a European lifestyle
- All Native Americans resisted removal

#### **Assessment Topic 4.3: Westward Expansion**

##### Key Vocabulary/Terms

- Treaty of Guadalupe Hidalgo, Manifest Destiny, Gadsden Purchase, Texas Revolution, Oregon Territory, Oregon Trail, Mexican Cession, Mexican American War

##### Key Concepts/Ideas:

- Manifest Destiny affected territorial growth of the United States
- The United States acquired various pieces of land between 1836 and 1835
- The Mexican American war divided opinions of Americans

##### Possible Misunderstandings:

- Manifest Destiny was a completely positive development of the United States
- Manifest Destiny is the same as Westward Expansion

#### **Assessment Topic 4.4: Industrialization**

##### Key Vocabulary/Terms:

- Textile, industrialization, Industrial Revolution, economy, cotton gin, interchangeable parts, telegraph, Lowell Mills, urbanization, immigration

##### Key Concepts/Ideas:

- Technological advancements contributed to the Industrial Revolution and changed the way people lived and worked
- Various immigrant groups came to the United States and contributed to the growth of the US in the early 1800s
- Antebellum immigration changed American society

##### Possible Misunderstandings:

- The United States' industrial growth was copied by other countries
- The impact of northern technological advancements was limited to the Northern industrial states
- Industrialization happened rapidly
- Immigrants continued to come from other European nations, not just Germany and Ireland

#### **Assessment Topic 4.5: Reform Movements**

#### Key Vocabulary/Terms:

- Social reform, temperance, transcendentalism, reform, abolition, Seneca Falls, Second Great Awakening

#### Key Concepts/Ideas:

- The emergence of mid-1800s reform movements changed American life caused by industrialization
- The rise of abolition and women's suffrage movement changed life for African Americans and women in the United States

#### Possible Misunderstandings:

- all Northerners supported abolition
- men and women always had the same educational opportunities
- men and women had the same legal rights in early American society

#### **New Jersey Department of Education - State Instructional Mandates:**

##### Topics that address the Amistad Commission Mandate...

- Discuss opportunities for African Americans who migrated to the west
- Abolition movement and Frederick Douglas.

##### Topics that address the Holocaust Commission Mandate...

- Examine the treatment of Native American as the United States began to expand west across the continent.
- Jackson's treatment of the Native Americans- expansion of laws/violation of laws that protect the Native Americans

##### Topics that address the LGBT and Special Needs Mandate...

- Understand the hardships of people with mental illness and their treatment during this time. Use Dorethea Dix's Report to the Massachusetts Legislature
- Explore the story of Charley Parkhurst, a gold rush stagecoach driver that was born a woman but lived as a man.
- Make connections with Mental Illness reform to the declassification of Homosexuality as a Mental Illness, source from glsen.org
- Women's rights (declaration of sentiments) and gender roles.

## **STAGE 2**

### **Evidence of Learning**

#### **Formative Activities, Tasks, or Projects:**

##### **Assessment Topic 4.1: Andrew Jackson's Presidency**

- Examine different interpretations of Andrew Jackson using historical accounts of his presidency and drawing evidence from political cartoons such as "King Andrew the First, Born to Rule from Bring History Alive
- Jackson Opposes the Central Banking System Activity: List the pros and cons of having a central bank and state the actions Jackson took to kill the bank, incorporate US History: People and Events 1607-1865, An American History Series
- Read the passage "The Election of 1824" and answer questions by citing evidence from the reading. Use US History People and Events 1607-1865 page 49.

##### **Assessment Topic 4.2: Native Americans**

- Construct a historical argument on the impact of territorial expansion from the perspective of different Native American societies
- Draw upon evidence from biographies of important Native American's, such as Tecumseh, Osceola, Black Hawk etc. and explain their survival strategies
- Examine Robert Lindneux's 1942 painting, "The Trail of Tears." Explain if the painting is an accurate account.

##### **Assessment Topic 4.3: Westward Expansion**

- Interpret evidence from various sources to determine if the Mexican American War was justified.
- Write accounts of the defense of the Alamo from the perspectives of one of its defenders and a Mexican soldier.
- Identify aspects of text that reveal an author's point of view or purpose by using Westward Expansion, Common Core Assessments in U.S. History, Westward Expansion: Assessment 6

- Research a specific groups (ex: Chinese, Mormons, the49ers, African Americans, cowboys, women pioneers) that moved to the west and write about their experiences, incorporating sources from Apply Common Core, Manifest Density by Charlie Boone, pg. 47

#### **Assessment Topic 4.4: Industrialization**

- Draw upon historical evidence from biographies and other historical sources to determine the contributions of individuals such as Benjamin Banneker, Prince Hall, Richard Allen, and Absalom on free black communities
- Compare and contrast the experiences of Irish and German immigrants with those of Chinese immigrants in the antebellum period
- Use evidence from the reading, Eli Whitney Invents the Cotton Gin, American History Series: US History People and Events 1607-1865 and determine the consequences of the invention
- Use graphs and a secondary source to determine the changes occurring in America during the Industrial Revolution using Industry and Immigration, Industrial Revolution, page 5

#### **Assessment Topic 4.5: Reform Movements**

- Write biographical sketches of leading women abolitionists of the nineteenth century such as Angela and Sarah Grimke, Abbe Kelley, Harriet Tubman and Sojourner Truth
- Analyze Seneca Falls “Declaration of Sentiments.” Determine if Elizabeth Cady Stanton were alive today, what should construct a new “Declaration of Sentiments?”
- Research a specific reform movement and create a magazine cover to express why the reform movement is so important.

#### **Summative Activities, Tasks, or Projects:**

- Essay: Explain why you agree or disagree. “Given the attitudes of American settlers and American leaders, it was inevitable that no real peace with the native peoples of the West could ever be achieved.”
- Document Based Question and Document Based Essay: How did the Industrial Era impact American factory workers?
- Create an advertisement persuading people to move to the west
- Create a magazine cover addressing one of the early reform movements

### **STAGE 3 Learning Plan**

#### **Assessment Topics and Lesson Themes:**

##### **Assessment Topic 4.1: Andrew Jackson’s Presidency**

Lesson Theme 4.1.1: Andrew Jackson

Lesson Theme 4.1.2: Elections of 1824 and 1828

Lesson Theme 4.1.3: Jackson’s Bank War

##### **Assessment Topic 4.2: Native Americans**

Lesson Theme 4.2.1: Indian Removal

Lesson Theme 4.2.2: Native Americans and the Supreme Court

Lesson Theme 4.2.3: Treaties and Betrayal

##### **Assessment Topic 4.3: Westward Expansion**

Lesson Theme 4.3.1: Manifest Destiny

Lesson Theme 4.3.2: Mexican- American War

Lesson Theme 4.3.4: Life in the West

##### **Assessment Topic 4.4: Industrialization**

Lesson Theme 4.4.1: Industrialization in America

Lesson Theme 4.4.2: Urbanization & Immigration

##### **Assessment Topic 4.5: Reform Movements**

Lesson Theme 4.5.1: The Need for Reform Movements

Lesson Theme 4.5.2: Reform Movements



### **Unit Specific Interdisciplinary Connections / Materials**

- Robert Lindneux's painting "The Trail of Tears"
- John Gast's painting "America's Progress"
- *Mill* by David Macaulay
- *The Lowell Offering* by New England Mill Women (1840-1845) by Benita Eisler
- *West Against the Wind* by Liza Ketchum
- *The Water Seeker* by Kimberly Holt
- Math: Prices: Then and Now, comparing prices of items during the Gold Rush to prices today, source from Westward Expansion and Migration, American History Series, pg106

### **Unit Specific Accommodations and Modifications**

#### **Multiple Intelligence Activities and Engagement:**

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

#### **Gifted and Talented Accommodations & Modifications**

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

#### **English Language Learners, Special Education, and At-Risk Accommodations & Modifications**

- Leveled Texts for Social Studies: Expanding & Preserving the Union, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

### **Additional Materials**

**Digital Tools/Resources:** NearPod, Newsela, Turnitin

### **Primary & Secondary Source Analysis:**

**Unit #5**  
**The Civil War and Reconstruction**

**Overview:**

Students will be learning that various cultural, social, religious movements took place during the antebellum period. In this unit, they will also acquire knowledge about the expansion of slavery and the opposing sides that would eventually lead to civil war. The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

**STAGE 1**  
**Desired Results**

**Essential Questions...**

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**Additional Essential Questions**

- How are governments created, structured and changed?
- What are the characteristics of a leader?
- Why does conflict develop?
- How does geography influence the way people live?

**Enduring Understanding...**

- People respond to and resolve conflict in a variety of ways
- Governments can change based on the needs of people, their society and their culture
- Geography influences needs, culture, opportunities, choices
- Decisions made in the past can influence the future

**Students will be able to...**

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas

- make inferences
- draw conclusions
- paraphrase
- summarize

### **Students will know...**

#### **Assessment Topic 5.1: Slave Life and Culture**

##### Key Vocabulary/Terms

- Overseer, plantation, slave codes, fugitive, abolition, discrimination

##### Key Concepts/Ideas:

- Free and enslaved African Americans dealt with many forms of discrimination and mistreatment.
- Enslaved African Americans continued to develop and follow their own culture.

##### Possible Misunderstandings:

- African American culture was controlled therefore, many did not follow their own traditions.
- Many more slave rebellions occurred and slaves escaped than in reality.

#### **Assessment Topic 5.2: Regional Differences and Disunion**

##### Key Vocabulary/Terms

- Industrial Revolution, agriculture, cotton gin, sectionalism, nullification, union, gag rule, Missouri compromise, slave state, free state, the compromise of 1850, popular sovereignty, Bleeding Kansas, Kansas-Nebraska act,

##### Key Concepts/Ideas:

- The Northern and Southern regions of the United States differed economically
- Slavery divided the nation with strong pro or anti-slavery opinions.
- New territories becoming states caused further tensions.

##### Possible Misunderstandings:

- Slavery was the main reason or cause of the Civil War.
- People were either anti slave or pro slave territories, there was no in-between.
- Technological advancements, like the cotton gin, would reduce the number of slaves needed.

#### **Assessment Topic 5.3: The Civil War**

##### Key Vocabulary/Terms

- Secession, Confederate States of America, Civil War, border state, blockade, anaconda plan, emancipation, emancipation proclamation, Fort Sumter, Battle of Antietam, Battle of Gettysburg, Gettysburg Address, inflation, infrastructure, nationalism, thirteenth amendment

##### Key Concepts/Ideas:

- The first two years saw many major battles without a clear advantage for either side.
- The Union devised a strategy that would allow them to cut off supplies from the Confederacy, causing for a union advantage in the war effort.
- The Emancipation Proclamation was issued by Lincoln calling to free slaves.
- Economic effects of the war were significant ex: cost of war, loss of slave labor, etc.
- Slavery was officially outlawed with the Thirteenth Amendment.

##### Possible Misunderstandings:

- Abraham Lincoln wanted to ban slavery in all states.
- The south did not create their own country after secession.
- The south's main reason for fighting was slavery.
- Slavery was permanently outlawed once the Civil War ended.

#### **Assessment Topic 5.4: Reconstruction**

##### Key Vocabulary/Terms

- Reconstruction, ten percent plan, black codes, fourteenth amendment, fifteenth amendment, Ku Klux Klan, civil rights act of 1866, sharecropping, carpetbaggers, scalawags, poll tax, amnesty, Jim Crow Laws, compromise of 1877

##### Key Concepts/Ideas:

- Reconstruction plans were created by government leaders to help reunite the North and South
- New amendments established rights for all citizens.
- African Americans still faced discrimination and limitations.

Possible Misunderstandings:

- Once the war ended the country just went back to normal.
- African Americans were able to vote without restrictions.
- Former slaves were able to find jobs easily where they get paid.

### **New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

- Examine the role of African Americans during the Civil War, including the role of the 54th Massachusetts Regiment
- Examine the growing abolition movement in the North, especially the efforts of Frederick Douglass. <https://www.accessible-archives.com/collections/african-american-newspapers/the-north-star/>
- Examine the laws pertaining to slavery and how those laws were challenged.
- Discuss early slave revolts and ways of resistance.
- Examine how the Black codes were used to deny rights to African Americans post-civil war.
- Look at the role of African Americans in reconstruction governments

Topics that address the Holocaust Commission Mandate...

- Examine the attitude of Union and Confederate leadership towards African American participation during the Civil War.
- Laws created to eliminate African American culture- limiting music, language, dance and the slave perseverance and adaption of new cultural practices
- Role of religion and spiritual beliefs during the Civil War.

Topics that address the LBGT and Special Needs Mandate...

- Discuss the amount of amputations from the war and the impact on disability issues on Americans
- Discuss cases of born women who fought for the Union war effort, like Franklin Thompson, born Sarah Emma Edmonds fought for the Union Army serving as a spy, nurse and dispatch carrier
- Examine Civil War soldiers who were dressed as women during the Civil War and the idea that even though people did not identify as being gay, lesbian, transgender it did exist during this time.

## **STAGE 2**

### **Evidence of Learning**

### **Formative Activities, Tasks, or Projects:**

#### **Assessment Topic 5.1: Slave Life and Culture**

- Examine aspects of slave life including: family life, culture, resistance by using a graphic organizer
- Analyze an abolitionist print from 1830 and explain how it demonstrates the realities of slave life through guided questions.
- Read a primary source and secondary source to then cite specific textual evidence using The Civil War, Common Core Assessments in U.S. History, The Civil War: Assessment 1

#### **Assessment Topic 5.2: Regional Differences and Disunion**

- Use a comparison chart to analyze multiple graphs and charts regarding regional differences between the North and South.
- Read through a group of disunion information cards to determine the timeline of events that created rifts between the north and south causing the Civil War, complete a final timeline.
- Investigate, analyze and write a summary on the economic differences between the North and South (railroads, agriculture, representatives) before the Civil War:

#### **Assessment Topic 5.3: The Civil War**

- Read about life at war through primary source letters from union and confederate soldiers and answer the analyzing a primary source letter question set.
- Read a primary source and secondary source to determine the meaning of words and phrases as in text using, The Civil War, Common Core Assessments in U.S. History, The Civil War: Assessment 4
- Identify, sequence and determine the victories from the major battles from the Civil War.
- Examine the Gettysburg Address and summarize its main points.

#### **Assessment Topic 5.4: Reconstruction**

- Summarize the 13th, 14th and 15th amendments, incorporate Slavery, Civil War, and Reconstruction, American History Series by Cindy Barden pgs. 82, 95, 101.
- Categorize reconstruction plans after the war.

#### **Summative Activities, Tasks, or Projects:**

- Document Based Question: How did Slavery lead to the Civil War?
- Document Based Question: Why did the South lose the Civil War?
- Document Based Question: Explain if Reconstruction was able to reunite the North and South after the Civil War.
- Civil War iMovie Project: Create an iMovie about the Civil War. Project options include an interview with someone from the war effort or leader, a reenactment of a battle, significant speech, war event, or a news report on the civil war.

### **STAGE 3 Learning Plan**

#### **Assessment Topics and Lesson Themes:**

##### **Assessment Topic 5.1: Slave Life and Culture**

Lesson Theme 5.1.1: Life in slavery

Lesson Theme 5.1.2: Culture and resistance from African Americans

##### **Assessment Topic 5.2: Regional Differences and Disunion**

Lesson Theme 5.2.1: Regional differences between the north and south

Lesson Theme 5.2.2: Events leading to war

Lesson Theme 5.2.3: Election and state succession

##### **Assessment Topic 5.3: The Civil War**

Lesson Theme 5.3.1: Lincoln takes office

Lesson Theme 5.3.2: Significant battles

Lesson Theme 5.3.3: Civil War Ends

##### **Assessment Topic 5.4: Reconstruction**

Lesson Theme 5.4.1: Amendments

Lesson Theme 5.4.2: Life After the War

#### **Unit Specific Interdisciplinary Connections / Materials**

- **Math:** Data analysis through graphs, charts and maps of economic and regional differences between the North and South.
- **ELA:** Excerpt of the Narrative of Henry Watson, A Fugitive Slave from Slavery, Common Core Assessments in U.S. History, Slavery: Assessment 3

#### **Unit Specific Accommodations and Modifications**

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: Expanding & Preserving the Union, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

### **Additional Materials**

**Digital Tools/Resources:** NearPod, Newsela, Turnitin

**Primary & Secondary Source Analysis:**

American Battlefield Trust primary/secondary excerpts, <https://www.battlefields.org>

Gettysburg Address, Abraham Lincoln

Emancipation Proclamation excerpts, Abraham Lincoln

Graphs, charts, maps from Discovery Education

Slavery, Common Core Assessments in U.S. History, Slavery: Assessment 1

## Active Citizenship

### Overview:

This unit is very much based on current events, as such the topics and materials will vary from year to year.

Political Science & Active Citizenship in the 21st Century involves, but is not limited to the following:

- Recognize the causes and effects of prejudice on individuals, groups, and society.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Demonstrate an understanding of current social issues, basic human rights, and consumerism.
- Listens open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate an understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behavior by taking action.
- Make informed and reasoned decisions.

### STAGE 1 Desired Results

#### Essential Questions...

- A. Civics, Government, and Human Rights
  - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
  - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - How does geography influence how people live?
- C. Economics, Innovation, and Technology
  - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
  - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
  - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

#### Additional Essential Questions

- What does it mean to be "media literate"?
- How is life difficult for those who are "stateless" or "undocumented"?
- Why do some countries use child soldiers?
- What are the pros & cons of globalization?
- What are "unintended consequences"?
- What does it mean to be a "responsible citizen"?
- What basic human rights should be guaranteed to all people living on the planet?

#### Enduring Understanding...

- As citizens of a country, you have certain obligations like paying taxes, jury duty, and military service (in some countries).

- Every day, millions of young girls around the world, like Malala, are prevented from getting an education.
- Child labor laws are in place to protect the well-being of our youth and ensure that their education is priority number one.

#### **Students will be able to...**

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

#### **Students will know...**

##### Key Concepts/Ideas:

- There are several “push-pull factors” that cause thousands of people to leave their homes every day in search of a better life in a land they have never set foot in.
- While the main two political parties in the USA are the Democrats and Republicans, the number of political parties one can choose to be affiliated with is actually in the double digits.
- One in four people born today will not receive a birth certificate, and that will severely limit their opportunities to an education, judicial

##### Possible Misunderstandings:

- Students might not fully understand that their lives are very much connected to the world in which they live.

##### Key Vocabulary/Terms:

globalization

#### **New Jersey Department of Education - State Instructional Mandates:**

##### Topics that address the Amistad Commission Mandate...

- Interdisciplinary materials will vary depending on the topic(s) selected by the teacher

##### Topics that address the Holocaust Commission Mandate...

- Interdisciplinary materials will vary depending on the topic(s) selected by the teacher

##### Topics that address the LGBT and Special Needs Mandate...

- Interdisciplinary materials will vary depending on the topic(s) selected by the teacher

## **STAGE 2**

### **Evidence of Learning**

#### **Formative Activities, Tasks, or Projects:**

TBD by the teacher

#### **Summative Activities, Tasks, or Projects:**

- Write an argumentative letter about why one should or shouldn't create a democratic society.
- Complete a document analysis of a well-known speech.
- Write an open-ended response essay answering the following question: “Why are there millions more boys than girls in school around the world?”
- Around Election Day, the students will research key social issues and have a mock class debate as representatives of our political parties.



- Create posters discussing the mission and origin of the International Day for the Elimination of Violence against Women (November 25<sup>th</sup>).
- Draw a sweatshop scene, labeling several aspects of the scene.

Write a journal as if you are from Central America and are riding train tops in hopes of making it into the USA to get a job or locate a family member.

### STAGE 3 Learning Plan

#### **Assessment Topics and Lesson Themes:**

TBD by teacher

#### **Unit Specific Accommodations and Modifications**

- General modifications will be applied to the material as needed.

#### **Unit Specific Interdisciplinary Connections / Materials**

- Interdisciplinary materials will be vary depending on the topic(s) selected by the teacher

### Additional Materials

**Digital Tools/Resources:** NearPod, Newsela, Turnitin

**Primary & Secondary Source Analysis:** *Junior Scholastic* magazines – Archived & current issues

# Middle School United States History - Instructional Standards

## New Jersey Student Learning Standards- Social Studies

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### Unit #1: The Revolutionary Era

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SOC.6.1.8.GeoSV.3.a	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
SOC.6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
SOC.6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.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.
SOC.6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
SOC.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.
SOC.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.
SOC.6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
SOC.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.
SOC.6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
SOC.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.
SOC.6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

### Unit #2: The New Nation and Early Republic

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SOC.6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.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.
SOC.6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
SOC.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.
SOC.6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.  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.
SOC.6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
SOC.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).
SOC.6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
SOC.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.
SOC.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.
SOC.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.
SOC.6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
SOC.6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

### Unit #3: Growth and Expansion

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SOC.6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
SOC.6.1.8.EconET.4.b	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.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.

SOC.6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

#### Unit #4: A Union in Crisis

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SOC.6.1.8.CivicsDP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
SOC.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.
SOC.6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
SOC.6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
SOC.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.
SOC.6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
SOC.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.
SOC.6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

#### Unit #5: The Civil War and Reconstruction

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SOC.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).
SOC.6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
SOC.6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.
SOC.6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
SOC.6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
SOC.6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.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.
SOC.6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
SOC.6.1.8.HistoryCC.5.b	Analyze critical events and battles of the Civil War from different perspectives.

## Unit #6: Active Citizenship

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SOC.6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
SOC.6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
SOC.6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SOC.6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
SOC.6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
SOC.6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
SOC.6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
SOC.6.3.8.CivicsPR.5	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.
SOC.6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
SOC.6.3.8.CivicsPR.1	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.
SOC.6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
SOC.6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
SOC.6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
SOC.6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
SOC.6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
SOC.6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
SOC.6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
SOC.6.3.8.CivicsPD.3	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.

## College, Career & Civic Life: C3 Framework for Social Studies

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### Dimension 1: Developing Questions & Planning Inquiries

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SOC.6-8.D1.3.6-8	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
SOC.6-8.D1.1.6-8	Explain how a question represents key ideas in the field.
SOC.6-8.D1.2.6-8	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
SOC.6-8.D1.5.6-8	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
SOC.6-8.D1.4.6-8	Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

### Dimension 2: Applying Disciplinary Concepts & Tools

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#### Civics

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SOC.6-8.D2.Civ.1.6-8	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
SOC.6-8.D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people's lives.
SOC.6-8.D2.Civ.14.6-8	Compare historical and contemporary means of changing societies, and promoting the common good.
SOC.6-8.D2.Civ.9.6-8	Compare deliberative processes used by a wide variety of groups in various settings.
SOC.6-8.D2.Civ.8.6-8	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
SOC.6-8.D2.Civ.5.6-8	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
SOC.6-8.D2.Civ.11.6-8	Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
SOC.6-8.D2.Civ.2.6-8	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
SOC.6-8.D2.Civ.7.6-8	Apply civic virtues and democratic principles in school and community settings.
SOC.6-8.D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
SOC.6-8.D2.Civ.13.6-8	Analyze the purposes, implementation, and consequences of public policies in multiple

settings.

SOC.6-8.D2.Civ.12.6-8	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
SOC.6-8.D2.Civ.3.6-8	Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
SOC.6-8.D2.Civ.4.6-8	Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.

## Economics

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SOC.6-8.D2.Eco.7.6-8	Analyze the role of innovation and entrepreneurship in a market economy.
SOC.6-8.D2.Eco.14.6-8	Explain barriers to trade and how those barriers influence trade among nations.
SOC.6-8.D2.Eco.2.6-8	Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
SOC.6-8.D2.Eco.6.6-8	Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
SOC.6-8.D2.Eco.15.6-8	Explain the benefits and the costs of trade policies to individuals, businesses, and society.
SOC.6-8.D2.Eco.3.6-8	Explain the roles of buyers and sellers in product, labor, and financial markets.
SOC.6-8.D2.Eco.9.6-8	Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
SOC.6-8.D2.Eco.12.6-8	Explain how inflation, deflation, and unemployment affect different groups.
SOC.6-8.D2.Eco.5.6-8	Explain ways in which money facilitates exchange by reducing transactional costs.
SOC.6-8.D2.Eco.4.6-8	Describe the role of competition in the determination of prices and wages in a market economy.
SOC.6-8.D2.Eco.13.6-8	Explain why standards of living increase as productivity improves.
SOC.6-8.D2.Eco.10.6-8	Explain the influence of changes in interest rates on borrowing and investing.
SOC.6-8.D2.Eco.11.6-8	Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
SOC.6-8.D2.Eco.1.6-8	Explain how economic decisions affect the well-being of individuals, businesses, and society.
SOC.6-8.D2.Eco.8.6-8	Explain how external benefits and costs influence market outcomes.

## Geography

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SOC.6-8.D2.Geo.1.6-8	Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
SOC.6-8.D2.Geo.8.6-8	Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
SOC.6-8.D2.Geo.4.6-8	Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
SOC.6-8.D2.Geo.6.6-8	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
SOC.6-8.D2.Geo.11.6-8	Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

SOC.6-8.D2.Geo.10.6-8	Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
SOC.6-8.D2.Geo.7.6-8	Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
SOC.6-8.D2.Geo.2.6-8	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
SOC.6-8.D2.Geo.3.6-8	Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
SOC.6-8.D2.Geo.9.6-8	Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
SOC.6-8.D2.Geo.5.6-8	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
SOC.6-8.D2.Geo.12.6-8	Explain how global changes in population distribution patterns affect changes in land use in particular places.

## History

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SOC.6-8.D2.His.16.6-8	Organize applicable evidence into a coherent argument about the past.
SOC.6-8.D2.His.17.6-8	Compare the central arguments in secondary works of history on related topics in multiple media.
SOC.6-8.D2.His.4.6-8	Analyze multiple factors that influenced the perspectives of people during different historical eras.
SOC.6-8.D2.His.1.6-8	Analyze connections among events and developments in broader historical contexts.
SOC.6-8.D2.His.9.6-8	Classify the kinds of historical sources used in a secondary interpretation.
SOC.6-8.D2.His.14.6-8	Explain multiple causes and effects of events and developments in the past.
SOC.6-8.D2.His.10.6-8	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
SOC.6-8.D2.His.2.6-8	Classify series of historical events and developments as examples of change and/or continuity.
SOC.6-8.D2.His.11.6-8	Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
SOC.6-8.D2.His.7.6-8	Begins in grades 9–12
SOC.6-8.D2.His.13.6-8	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
SOC.6-8.D2.His.6.6-8	Analyze how people’s perspectives influenced what information is available in the historical sources they created.
SOC.6-8.D2.His.12.6-8	Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
SOC.6-8.D2.His.8.6-8	Begins in grades 9–12
SOC.6-8.D2.His.5.6-8	Explain how and why perspectives of people have changed over time.
SOC.6-8.D2.His.3.6-8	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
SOC.6-8.D2.His.15.6-8	Evaluate the relative influence of various causes of events and developments in the past.



### Dimension 3: Evaluating Sources & Using Evidence

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SOC.6-8.D3.2.6-8	Evaluate the credibility of a source by determining its relevance and intended use.
SOC.6-8.D3.1.6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
SOC.6-8.D3.3.6-8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
SOC.6-8.D3.4.6-8	Develop claims and counterclaims while pointing out the strengths and limitations of both.

### Dimension 4: Communicating Conclusions & Taking Informed Action

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SOC.6-8.D4.3.6-8	Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.6-8.D4.4.6-8	Critique arguments for credibility.
SOC.6-8.D4.8.6-8	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
SOC.6-8.D4.1.6-8	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
SOC.6-8.D4.6.6-8	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
SOC.6-8.D4.5.6-8	Critique the structure of explanations.
SOC.6-8.D4.2.6-8	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
SOC.6-8.D4.7.6-8	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

### New Jersey Student Learning Standards: Reading

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LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.6-8.3	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).
LA.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.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.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).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.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.

## New Jersey Student Learning Standards: Writing

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LA.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.
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 reasons and evidence logically.
LA.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.
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.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.3	(See note; not applicable as a separate requirement)
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.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.

### Career Readiness, Life Literacies, and Key Skills Practices

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

### 9.4 Life Literacies and Key Skills

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TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
TECH.9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
TECH.9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
TECH.9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
TECH.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).
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.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).
TECH.9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
TECH.9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
TECH.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.
TECH.9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
TECH.9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
TECH.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).
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
TECH.9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
TECH.9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
TECH.9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
TECH.9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
TECH.9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
TECH.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

TECH.9.4.8.IML.6	design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). Identify subtle and overt messages based on the method of communication.
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## 9:2 Career Awareness

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WRK.9.2.8.CAP.14	Evaluate sources of income and alternative resources to accurately compare employment options.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.17	Prepare a sample resume and cover letter as part of an application process.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
WRK.9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
WRK.9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.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 post-secondary options.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

CS.6-8.8.1.8.NI.3	Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
CS.6-8.8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
CS.6-8.8.2.8.ETW.1	Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.
CS.6-8.8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
CS.6-8.8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.
CS.6-8.8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
CS.6-8.8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
CS.6-8.8.2.8.NT.4	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
CS.6-8.8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
CS.6-8.8.1.8.NI.1	Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
CS.6-8.8.1.8.NI.4	Explain how new security measures have been created in response to key malware events.
CS.6-8.8.2.8.NT.1	Examine a malfunctioning tool, product, or system and propose solutions to the problem.
CS.6-8.8.2.8.NT.3	Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
CS.6-8.8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
CS.6-8.8.2.8.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.
CS.6-8.8.2.8.NT.2	Analyze an existing technological product that has been repurposed for a different function.
CS.6-8.8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.
CS.6-8.8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development.
CS.6-8.8.2.8.ETW.2	Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).