

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



# **Grade 8 Honors Social Studies**

**August 18, 2020**

[Mission Statement](#)

[Philosophy Statement](#)

[Course Description](#)

[Curriculum Units/Pacing Guide](#)

[Unit Standards Overview](#)

[Curricular Units](#)

[Unit 1: Indigenous Nations, European Colonization, and Society in the Americas](#)

[Unit 2: American Revolution and Independence](#)

[Unit 3: The United States Constitution](#)

[Unit 4: The Early Republic](#)

[Unit 5: Expansion, Innovation, Slavery, and Reform](#)

[Unit 6: A Divided Nation, Civil War, and Reconstruction](#)

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

This course presents United States history from a chronological perspective, beginning with the pre-Columbian era in the Americas and concluding with the beginning of the Reconstruction period. It addresses the geographic, social, political, economic, and multicultural factors that shaped the American landscape. It is especially noteworthy to consider the multiple agents of change with European, African, and Indigenous origins who were responsible for the economic and political development of North America.

The course has four major goals: to provide students with sufficient background knowledge from an economic, political, and social perspective in order to prepare them for high school social studies; to prepare students to participate in American society and government and advocate for social justice; and to facilitate students' acquisition of skills needed to think critically and become life-long learners; and to improve students' research skills to encourage independent thinking.

Instruction emphasizes the development of higher order thinking through debate, Socratic seminars, cooperative learning, and analysis of critical texts. Students will be able to interpret current events through the use of technology, databases, and primary and secondary sources of information, and will learn to participate in society by appreciating local history with a global perspective.

# Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Indigenous Nations, European Colonization, and Society in the Americas	20-25
Unit 2: Revolution and Independence	30-35
Unit 3: The United States Constitution	30-35
Unit 4: The Early American Republic	20-25
Unit 5: Expansion, Innovation, Slavery, and Reform	20-25
Unit 6: A Divided Nation, Civil War, Reconstruction	30-35

# Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<b>Unit 1</b> <b>Indigenous Nations, European Colonization, and Life in the Americas</b>	6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.1.b 6.1.8.D.1.c C.18A:35-4.35	<ul style="list-style-type: none"> <li>Analyze how indigenous societies in the Western Hemisphere changed due to their interactions with European and African people.</li> <li>Outline European exploration and colonization that expanded global economic and cultural exchange into the Western Hemisphere.</li> <li>Explain how triangular trade led to an African diaspora.</li> <li>Identify the political, social, and economic factors that caused colonists to leave Europe and settle in North America.</li> <li>Interpret how demographics (i.e. race, gender, and economic status) played a role in British Colonial America.</li> <li>Compare the institutions of slavery and indentured servitude.</li> <li>Understand how stereotypes about families are reinforced</li> </ul>	<ul style="list-style-type: none"> <li>Annotations and close reading activities</li> <li>Classroom Discussions, Socratic seminars, and Debates</li> <li>Analysis of graphic organizers and notes</li> <li>Annotated Timelines</li> <li>Teacher and student led PowerPoint Presentations</li> <li>Class Trips to applicable historical sites/monuments</li> <li>Definitions of key terms and concepts</li> </ul>
<b>Suggested Resources</b> <i>Provide links to specific resources/activities</i>	<p><a href="#">Ted Talk - "The Dangers of a Single Story"</a></p> <p><a href="#">Amistad Commission History Timeline</a> for Introduction of Unit</p> <p><a href="#">Indigenous Nations of North America Map Analysis</a></p> <p><a href="#">The People v. Columbus, et. al trial and a comparison with the Textbook interpretation of Columbus</a></p> <p><a href="#">The Middle Passage and the Triangular Trade</a></p> <p><a href="#">Amistad Curriculum</a></p> <p><a href="http://besthistorysites.net/american-history/pre-colonial/">http://besthistorysites.net/american-history/pre-colonial/</a></p> <p><a href="#">Analysis of primary and secondary sources highlighting the role of Powhatan indigenous life in the pre-European era</a></p> <p><a href="#">Bacon's Rebellion and the Transition from Indentured Servitude to Slavery.</a></p> <p><a href="#">Franklin's views of American population immigration.</a></p> <p><a href="#">District Database</a></p> <p><a href="#">Digital History</a></p> <p><a href="#">Reading Like A Historian   Stanford History Education Group</a></p> <p><a href="#">The Gilder Lehrman Institute of American History</a></p> <p><a href="#">DBQ Project</a></p> <p><a href="#">Teaching Hard History   Teaching Tolerance</a></p> <p><a href="https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_How_Are_Assumptions_About_Families_Reinforced.pdf">https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_How_Are_Assumptions_About_Families_Reinforced.pdf</a></p> <p><a href="http://www.lgbtqhistory.org/lesson/native-americans-gender-roles-and-two-spirit-people/">http://www.lgbtqhistory.org/lesson/native-americans-gender-roles-and-two-spirit-people/</a></p> <p><i>Textbook: Discovering Our Past: A History of the United States Early Years, McGraw Hill 2017</i></p>		<ul style="list-style-type: none"> <li>Individual/Group Presentations</li> <li>Document Based Question analysis and essays</li> <li>Written responses to queries</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Summary and analysis of guest speakers</li> </ul>

<p><b>Unit 2 Revolution and Independence</b></p>	<p>6.1.8.A.3.a 6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.D.3.f C.18A:35-4.35</p>	<ul style="list-style-type: none"> <li>● Explain how European and Afro-American societies developed in the original thirteen colonies, particularly in New Jersey, and how they interacted and conflicted with each other and people of indigenous nations.</li> <li>● Determine how the American identity developed through social and economic practices.</li> <li>● Analyze the role of colonial and British governments in creating legislation that ultimately led to rebellion and revolution in North America and also its impact on American and British slavery.</li> <li>● Study the concepts of freedom and liberty and how they apply to various groups and nations, especially free and enslaved Blacks.</li> <li>● Examine the violence associated with forced labor systems, especially slave labor, the loss of Native American lives, and how both impacted the development of the United States and American culture.</li> <li>● What were some of the contributions of disabled and LGBTQ persons in history?</li> </ul>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/ activities</i></p>	<p><u><a href="#">Enlightenment Graphic Organizer</a></u>  <u><a href="#">Discovering Our Past: A History of the United States Early Years</a></u> by McGraw Hill Education  <u><a href="#">Ohio River Valley and French and Indian War Source Analysis</a></u>  <u><a href="#">Voices of Indigenous People in North America</a></u>  <u><a href="#">The Writs of Assistance and Origins of the Fourth Amendment Database</a></u> → <a href="http://online.infobaselearning.com">http://online.infobaselearning.com</a>  <u><a href="#">Amistad Commission</a></u> <i>Establishment of a New Nation &amp; Independence to a Republic</i>  <u><a href="#">Digital History</a></u>  <u><a href="#">Reading Like A Historian   Stanford History Education Group</a></u>  <u><a href="#">The Gilder Lehrman Institute of American History</a></u>  <u><a href="#">DBQ Project</a></u>  <u><a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></u>  <u><a href="#">Teaching Hard History   Teaching Tolerance</a></u>  <u><a href="#">Battlefields</a></u> protected by the National Park Service  <u><a href="https://www.history.com/news/openly-gay-revolutionary-war-hero-friedrich-von-steuben">https://www.history.com/news/openly-gay-revolutionary-war-hero-friedrich-von-steuben</a></u></p>		

<p><b>Unit 3</b> <b>The United States Constitution</b></p>	<p>6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.g 6.1.8.B.3.b 6.3.8.A.1 6.3.8.A.2 6.3.8.C.1 6.3.8.D.1</p>	<ul style="list-style-type: none"> <li>● Identify historical principles and practices founding fathers considered when establishing the new government.</li> <li>● Explain how the establishment of a Republican government under the Articles of Confederation and the United States Constitution shaped our nation.</li> <li>● Determine how European colonists adapted ideas from their European heritage, the African diaspora, and from Native American groups to develop new political and religious institutions and economic systems.</li> <li>● Debate and analyze the fundamental principles of the United States Constitution and how they serve as the foundation of the United States government today.</li> <li>● Interpret the social, political, and economic significance of the Bill of Rights and the changing nature of the United States Constitution and the Bill of Rights.</li> <li>● Explain the rights and responsibilities that come with United States citizenship.</li> </ul>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/ activities</i></p>	<p><i>Discovering Our Past: A History of the United States Early Years</i> by McGraw Hill Education Database → <a href="http://online.infobaselearning.com">http://online.infobaselearning.com</a> <a href="#"><u>Benjamin Banneker (African American) to Thomas Jefferson on Race in Virginia</u></a> <a href="#"><u>Amistad Commission</u></a> <i>The Constitution and the Continental Congress</i> <a href="#"><u>Digital History</u></a> <a href="https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-3-the-bill-of-rights"><u>https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-3-the-bill-of-rights</u></a> <a href="#"><u>Reading Like A Historian   Stanford History Education Group</u></a> <a href="#"><u>The Gilder Lehrman Institute of American History</u></a> <a href="#"><u>DBQ Project</u></a> <a href="#"><u>Teaching Hard History   Teaching Tolerance</u></a></p>		



<p><b>Unit 4</b> <b>The Early American Republic</b></p>	<p>6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.C.3.b 6.1.8.D.3.g 6.1.8.B.4.a 6.1.8.C.4.a</p>	<ul style="list-style-type: none"> <li>● Evaluate Washington, Adams, Jefferson, and Madison’s presidencies and analyze how their choices affected all people in the nation</li> <li>● Analyze the extent free and enslaved African American men and women contributed to legislation regarding slavery and manumission.</li> <li>● Research the first four administration’s response to global issues (especially the Haitian Revolution, the Louisiana Purchase, the Barbary States and the Tripoli Wars).</li> <li>● Discuss the financial policies that were implemented during the early republic.</li> <li>● Interpret evidence regarding the interactions between indigenous and African people in diplomatic affairs.</li> </ul>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/ activities</i></p>	<p><i>Discovering Our Past: A History of the United States Early Years</i> by McGraw Hill Education Database → <a href="http://online.infobaselearning.com">http://online.infobaselearning.com</a>  <u>Enslaved People and George Washington Readings</u>  <u>Amistad Commission</u> <i>The Evolution of a New Nation State</i>  War of 1812: Slavery/National Anthem (<a href="http://annwilliamsfilm.com">http://annwilliamsfilm.com</a>)  <u>Digital History</u>  <a href="https://www.pbslearningmedia.org/resource/020d0c8f-3b19-4eb5-b771-57e923015a83/louisiana-purchase/">https://www.pbslearningmedia.org/resource/020d0c8f-3b19-4eb5-b771-57e923015a83/louisiana-purchase/</a>  <u>Reading Like A Historian   Stanford History Education Group</u>  <u>The Gilder Lehrman Institute of American History</u>  <u>DBQ Project</u>  <u>Teaching Hard History   Teaching Tolerance</u></p>		

<p><b>Unit 5 Expansion, Innovation, Slavery, and Reform</b></p>	<p>6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.b 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c</p>	<ul style="list-style-type: none"> <li>● Assess how various groups of people were both positively and negatively affected by the Industrial Revolution.</li> <li>● Identify the issues that started to arise from the Industrial Revolution and Westward expansion, and how social reformers addressed them.</li> <li>● Identify shifting attitudes towards race and immigration following the Industrial Revolution and the Mexican-American War.</li> <li>● Analyze how Westward movement, the expansion of slavery, and the development of transportation systems increased regional tensions in the years leading up to the Civil War.</li> </ul>	
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p><i>Discovering Our Past: A History of the United States Early Years</i> by McGraw Hill Education Database → <a href="http://online.infobaselearning.com">http://online.infobaselearning.com</a>  <u><a href="#">Resistance of Enslaved Women under American Slavery</a></u>  <u><a href="#">Slavery, Abolition, and American Colonization Society</a></u>  <u><a href="#">Social Reformers, Resistance, and Enslaved Women</a></u>  <u><a href="#">Amistad Commission</a></u> The Evolution of a New Nation State  <u><a href="#">Digital History</a></u>  <u><a href="#">Reading Like A Historian   Stanford History Education Group</a></u>  <u><a href="#">The Gilder Lehrman Institute of American History</a></u>  <u><a href="#">DBQ Project</a></u>  <u><a href="https://www.teachersfirst.com/lessons/inventor2/">https://www.teachersfirst.com/lessons/inventor2/</a></u>  <u><a href="#">Teaching Hard History   Teaching Tolerance</a></u>  <u><a href="#">Battlefields</a></u> protected by the National Park Service</p>		

<p><b>Unit 6</b> <b>A Divided Nation, Civil War, and Reconstruction</b></p>	<p>6.1.8.A.5.a 6.1.8.A.5.b 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c 6.1.8.D.5.d C.18A:35-4.35</p>	<ul style="list-style-type: none"> <li>● Explain the role of slavery as the primary cause of division in America in the mid 1800's, in addition to the political and economic regional differences for secession.</li> <li>● Discuss how different groups of people participated in the war effort, and the subsequent hardships they endured.</li> <li>● Analyze key political speeches and proclamations from the Union and the Confederacy before and during the war.</li> <li>● Evaluate the period of Reconstruction, when the United States developed policies and amendments, to guarantee citizenship and equality for African Americans.</li> <li>● Identify the resistance to equity following the war with policies such as sharecropping and Black codes, and the development of a Jim Crow system of racism.</li> <li>● Analyze the Civil War's lasting impact on the social, political, and economic facets of the United States.</li> <li>● What is the historical significance of Juneteenth?</li> <li>● What were some of the contributions of disabled and LGBT persons in history?</li> </ul>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p>	<p><i>Discovering Our Past: A History of the United States Early Years</i> by McGraw Hill Education Database → <a href="http://online.infobaselearning.com">http://online.infobaselearning.com</a>  <u>Black Participants in the Civil War</u>  <a href="http://www.gy.svitavy.cz/download/173-reading-comprehension-june.pdf">http://www.gy.svitavy.cz/download/173-reading-comprehension-june.pdf</a> (Juneteenth Activity)  <a href="https://kidskonnct.com/history/juneteenth/">https://kidskonnct.com/history/juneteenth/</a>  <u>What Is Juneteenth? (Juneteenth Video)</u>  <u>Amistad Commission</u> The Civil War and Reconstruction  <u>Digital History</u>  <u>Reading Like A Historian</u>   Stanford History Education Group  <u>The Gilder Lehrman Institute of American History</u>  <u>DBQ Project</u>  <a href="https://www.battlefields.org/learn/educators/curriculum/middle-school">https://www.battlefields.org/learn/educators/curriculum/middle-school</a>  <u>Teaching Hard History</u>   <u>Teaching Tolerance</u>  <u>American Battlefield Trust</u> Civil War Resources  <u>Declarations of Secession from Confederate States</u>  <u>Battlefields</u> protected by the National Park Service  <a href="https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures">https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures</a>  <a href="https://www.history.com/news/pink-triangle-nazi-concentration-camps">https://www.history.com/news/pink-triangle-nazi-concentration-camps</a></p>		

# Curricular Units

## Unit 1: Indigenous Nations, European Colonization, and Society in the Americas

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.1.8.D.1.b</p> <p>Explain how interactions among African, European, and Native American groups began a cultural transformation.</p>	<ul style="list-style-type: none"> <li>• How are empires and diasporas related?</li> <li>• How did explorers, colonizers, and indigenous people compete for resources?</li> <li>• How did Africans, Europeans, and Indigenous people share information and technology?</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations and close reading</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Individual/Group Presentations</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> </ul>	<p><a href="#">Family stereotypes activity</a></p> <p>Research family history and present a project regarding your family’s origins. Participating students utilize the context of the African diaspora in their research.</p> <p>Interpret the “historical transformation” that occurred after Columbus’ colonization of the Americas and how this affected indigenous nations across North America</p> <p><a href="#">Explain and discuss the Native American two-spirit tradition.</a></p> <p>Map of European exploration travel routes</p>
<p>6.1.8.D.1.c</p> <p>Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p>	<ul style="list-style-type: none"> <li>• What is the Columbian Exchange?</li> <li>• What were some positive and negative effects of the Columbian Exchange on nations and people?</li> <li>• How has our understanding of Columbus’ “discovery” of the New World changed over time?</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations and close reading activities</li> <li>• Classroom Discussions, Socratic seminars, and Debate</li> <li>• Analysis of graphic organizers and notes</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Historical mock trials and reenactment</li> </ul>	<p>Discuss Pre-Columbian explanations/Online web quest (Maps of indigenous cultures, languages, and nationalities)</p> <p>Determine the legality and morality of the Columbus expeditions to the new world</p> <p>Analyze the social construct of “America.”</p>
<p>6.1.8.C.2.c</p> <p>Analyze the impact of the triangular trade on multiple nations and groups.</p>	<ul style="list-style-type: none"> <li>• What is triangular trade?</li> <li>• How did this lead to the economic system of mercantilism?</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations and close reading activities</li> <li>• Teacher and student led PowerPoint Presentations</li> </ul>	<p>Analyze the economic impact of Triangular Trade and the social effects of the middle passage on African enslaved people by</p>

	<ul style="list-style-type: none"> <li>● How did tobacco cash crops lead to slave labor?</li> <li>● How did the slave trade create an African diaspora?</li> <li>● Where were slaves brought?</li> </ul>	<ul style="list-style-type: none"> <li>● Map Skills and Analysis</li> </ul>	<p>annotating primary/sec. sources.</p> <p>Interpret maps to discover the role of American-European-African interactions and the wealth of African goods and cultures in American life prior to European colonization</p>
<p>6.1.8.B.2.a</p> <p>Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p>	<ul style="list-style-type: none"> <li>● What were the political, social, and economic factors that caused the colonists to leave Europe and settle in North America?</li> <li>● What were the characteristics of the three regions (New England, Middle, and Southern) of the British colonies?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Analysis of graphic organizers and notes</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Definitions of key terms and concepts</li> </ul>	<p>Group and organize causes of British and Spanish colonization of the Americas in small groups centers.</p> <p>Determine the economic causes of colonization in Jamestown using a suggested <a href="#">graphic organizer</a>.</p>
<p>6.1.8.A.2.b</p> <p>Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p>	<ul style="list-style-type: none"> <li>● How did European governments develop governing ideas from indigenous people?</li> <li>● What were the earliest forms of government?</li> <li>● What people were permitted to participate in government?</li> <li>● How did early American laws affect all people in the region? How did these laws evolve over time?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> </ul>	<p>Analyze the <a href="#">1705 Slave Codes</a> and its implications for law in the early colonies.</p> <p>Create mind map and other graphics to interpret information.</p> <p>Navigation Acts, Chart of mercantilism, Triangular Trade diagrams, food pyramids</p> <p>Analyze the relationships between the Virginia Company and the Plymouth Company and the impacts on African and indigenous people</p>
<p>6.1.8.A.2.c</p> <p>Explain how demographics (Race, gender, class) affected social, economic, and political opportunities during the Colonial era.</p>	<ul style="list-style-type: none"> <li>● How did life in the British colonies relate to life in England for various groups of people?</li> <li>● How did <i>dependence</i> play out among different groups of settlers (enslaved people, servants, tenants, etc.)?</li> <li>● How did women play a role in early American colonies?</li> <li>● What rights did free and unfree Blacks have in the British colonies?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Definitions of key terms and concepts</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> </ul>	<p>Evaluate the implications of social hierarchies and visualize “pyramids” of social class and status in England and the American colonies</p> <p>Analyze the importance of African American woman in Virginia who sued for their freedom (i.e. Elizabeth Grimstead) and matrilineal laws.</p> <p>Argue and discuss with students the significance of hereditary and perpetual</p>

			chattel slavery in the early colonies and the consequences of these laws for the future.
<p>6.1.8.A.2.a</p> <p>Determine the roles of religious freedom and participatory government in various North American colonies.</p>	<ul style="list-style-type: none"> <li>● What did it mean to have religious freedom?</li> <li>● What was the connection between religion and government in the early colonies?</li> <li>● How did major Abrahamic religions play a role in the early colonies?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Document Based Question analysis and essays</li> </ul>	<p><u>Relate to the foundational concepts of English Puritanism and religious hardships in England.</u></p> <p>Students use DBQ Project to analyze primary and secondary sources relating to the Salem Witch Trials and to write a five-paragraph essay</p> <p><u>Differentiate between the Protestant Reformation and the various sects of Christianity that often divided the colonies.</u></p> <p>Students interpret polytheistic and monotheistic forms of religions of enslaved and indigenous people</p>
<p>6.1.8.B.2.b</p> <p>Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists, Native Americans, and Afro-Americans.</p>	<ul style="list-style-type: none"> <li>● How did the colonists and Native Americans both cooperate and clash with each other throughout this time period?</li> <li>● How did Bacon’s Rebellion play a role in this relationship?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> </ul>	<p>Analyze primary and secondary source material to determine how the Powhatan and other indigenous civilizations lived in the pre-European Americas.</p> <p>Account for the first encounter between the English and the indigenous peoples of Massachusetts</p>
<p>6.1.8.C.2.b</p> <p>Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p>	<ul style="list-style-type: none"> <li>● What was mercantilism?</li> <li>● What role did colonies and mother countries play in mercantilism?</li> <li>● How did mercantilism lead to early contempt for the British empire?</li> </ul>	<ul style="list-style-type: none"> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> </ul>	<p>Students analyze the role of the fur trade and conflict in New Jersey</p> <p>Students analyze social and economic impact of “mercantilism” through song and lyric interpretation.</p>
<p>6.1.8.C.2.a</p> <p>Compare the practice of slavery and indentured servitude in Colonial labor systems.</p>	<ul style="list-style-type: none"> <li>● How do the institutions of slavery and indentured servitude in the colonies compare?</li> <li>● How were white and black indentured servants subjected to coerced labor?</li> <li>● How do these systems evolve over time? What implications do these histories have for the present day?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Definitions of key terms and concepts</li> </ul>	<p>Differentiate between voluntary and coerced labor systems, compared with summer reading and how Anderson discussed labor in <i>Chains</i>.</p> <p>Analyze transformation of indentured servitude to chattel slavery in Virginia.</p>

	<ul style="list-style-type: none"> <li>• What colonial laws were created to protect and enforce these institutions?</li> </ul>		
--	--	--	--

Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
SGO Tests, Analysis, DBQ Essays, Activities, Socratic seminars	Reverse DBQ and SGO Tests, Quizzes, Tests and mini-project

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
8.1.2.A.6 Identify the structure and components of a database. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.

<p style="text-align: center;"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>            Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>            Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Reading</b></p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis.</p> <p><b>Speaking and Listening</b></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>



## Unit 2: American Revolution and Independence

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.8.D.3.a</p> <p>Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p>	<ul style="list-style-type: none"> <li>● How did North America and the Ohio River Valley transform during the French and Indian War?</li> <li>● How did British and French relations in Europe affect life in the colonies?</li> <li>● How did indigenous people form alliances with the British and French?</li> <li>● How did the Seven Years War affect the relationship between the colonists and the British monarch?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> </ul>	<p>Break class into groups (British settlers, French fur traders, George Washington, British General) to analyze cooperation and conflict among European and Indigenous regions in North America</p> <p>Students and teacher go over primary source account on indigenous people in North America and interpret bias and point of view.</p> <p>Debate: Whether or not to declare independence</p> <p><u>Contextualize relationships with indigenous people before the Revolution</u></p>
<p>6.1.8.D.3.d</p> <p>Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p>	<ul style="list-style-type: none"> <li>● How did Peter Zenger utilize Enlightenment ideas to provide early precedents for freedom of the press?</li> <li>● How did early philosophers and thinkers use the Enlightenment to draft important documents in the colonies?</li> <li>● How did early thinkers think of American immigration in the early period of American colonization?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and evaluation of close readings of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Definitions of key terms and concepts</li> </ul>	<p><u>Analyze</u> the philosophy of John Locke, Thomas Hobbes, and Benjamin Franklin on ideas pertaining to life, liberty, and property, and <u>apply</u> this in the context of American slavery and immigration.</p> <p><u>Contextualize</u> and <u>historicize</u> early libel laws and the freedom of the press, including the life and influence of John Peter Zenger, a German immigrant.</p> <p><u>Compare and contrast</u> the social and religious contributions of the Great</p>

			Awakening on European and African people.  <u>Interpret</u> bias relating to the sketchings available displaying the Boston Massacre.
6.1.8.B.3.d Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.	<ul style="list-style-type: none"> <li>● Why did the British empire depend on the colonies for commerce and trade?</li> <li>● How did the Stamp Act and other taxes on imported goods affect British colonists of all classes?</li> <li>● How did tax collection lead to contempt of British officials?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and evaluation of close readings of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> </ul>	<p>Students work independently to complete a scavenger hunt to discover information pertaining to early grievances by British colonists towards the monarchy</p> <p>Class debates on origins and significance of the Writs of Assistance as a cause of the American Revolution.</p> <p>Students watch a short video detailing the events surrounding the Boston Tea Party</p> <p>Students determine the significance of private property destruction and how these forms of protest compared to other examples in the colonies</p>
6.1.8.D.3.b Explain why New Jersey's location played an integral role in the American Revolution.	<ul style="list-style-type: none"> <li>● How did the Battle of Trenton and Washington's leadership define New Jersey's role in the Revolution?</li> <li>● How did loyalists and patriots use New Jersey during the Revolutionary War?</li> <li>● How did New Jersey provide shelter and defense for British and American forces during the war?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and evaluation of close readings of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>●</li> </ul>	<p>Identify and label strategic locations of New Jersey during the Revolution</p> <p>Discover New Jersey's role in enlisting Black soldiers during the Revolution following the passage of <a href="#">New Jersey's Militia Act of May 1777</a>.</p>
6.1.8.A.3.a Explain why the Declaration of Independence was written and how its key principles evolved to	<ul style="list-style-type: none"> <li>● How did Enlightenment principles end up in the Declaration?</li> <li>● What changes and issues did Jefferson face while drafting the document?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and evaluation of close readings of primary and secondary sources</li> </ul>	<p>Students analyze the connection between Jefferson and John Locke and the meaning and social significance of "All Men are Created Equal" and</p>

<p>become unifying ideas of American democracy.</p>	<ul style="list-style-type: none"> <li>● How did people at home and abroad react to the document?</li> <li>● How do ideas of life, liberty, and the pursuit of happiness affect us today?</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Definitions of key terms and concepts</li> <li>● Summary and Analysis of Videos/Lyrics/Documentaries</li> </ul>	<p>“Life, Liberty, and the Pursuit of Happiness.”</p> <p>Develop performance skills relating to lyrics about the Declaration of Independence.</p>
<p>6.1.8.C.3.a Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p>	<ul style="list-style-type: none"> <li>● How did Washington’s military leadership transform over time?</li> <li>● What precedents did Washington set that are still relevant today?</li> <li>● How did Washington play a role in the system of slavery in Virginia? How did Washington’s enslaved people react and resist all forms of slavery on his plantation?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and evaluation of close readings of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Definitions of key terms and concepts</li> <li>● Document Based Question analysis and essay</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> </ul>	<p>Primary Source Study-Valley Forge</p> <p>Students begin DBQ Essay #2 - Valley Forge: Would you Quit? Students analyze four primary and secondary sources relating to Valley Forge and the early American Revolution</p> <p>Students watch a documentary on the Valley Forge encampment and analyze cause and effect details pertaining to Washington’s hardships in Valley Forge.</p> <p><a href="#">Read/discuss article about Baron Friedrich von Steuben, openly gay Revolutionary War hero.</a></p>
<p>6.1.8.D.3.c 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.</p>	<ul style="list-style-type: none"> <li>● How can the American Revolution be interpreted through ideas of class conflict in the American colonies?</li> <li>● How did indentured servants and enslaved people contribute to the Revolution?</li> <li>● What skills and trades did people utilize before and during the Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and evaluation of close readings of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Definitions of key terms and concepts</li> </ul>	<p><u>Students determine if sources are primary or secondary and what position of social status before the Revolution they belong (Patriot or Loyalist, and how they know)</u></p> <p>Research and analyze the roles of influential African-American leaders during the Revolution, especially following the Dunmore Proclamation.</p>
<p>6.1.8.D.3.e Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p>	<ul style="list-style-type: none"> <li>● What were the terms and limits of the Treaty of Paris?</li> <li>● How did relations between Great Britain and the colonies change/remain the same after the Revolution?</li> <li>● What diplomatic issues arose following the American Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and evaluation of close readings of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> </ul>	<p>Debate the pros and cons of American Independence and the costs of war</p> <p>Interpret the diplomatic language of the Treaty of Paris and contextualize the boundary changes of North America that affected the future of indigenous and European relations.</p>

		<ul style="list-style-type: none"> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> </ul>	
--	--	---	--

Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Socratic Seminars, Annotating Text, Close Reading, Group Discussions, Graphic Organizers, Class Participation, Flashcards, Computer study games, Study guides, Unit Sheets	DBQ Essay #2 5-Paragraph Essay (Valley Forge), Vocab. Quizzes, Unit Test, Mini-Projects

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 2 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
8.1.2.A.6 Identify the structure and components of a database. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.

<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Reading</b></p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening</b></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

## Unit 3: The United States Constitution

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.1.8.A.3.b</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● What are the principles of the Constitution?</li> <li>● What are the three branches of government and their responsibilities?</li> <li>● How does a balance of power assure that one branch does not get more powerful than another?</li> <li>● How and why did the Founders create a Constitution that would guard against tyranny?</li> <li>● What were the original requirements for citizenship under the Constitution?</li> <li>● Why is the Constitution considered a “living document”?</li> <li>● How has the Constitution changed to expand citizenship and voting rights to include more citizens?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Definitions of key terms and concepts</li> <li>● Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Individual/Group Presentations</li> <li>● Document Based Question analysis and essays</li> </ul>	<p>Students will be able to:</p> <p>Explain the principles throughout the Constitution (popular sovereignty, separation of powers, checks and balances, federalism, limited government, individual rights, republicanism, and individual rights) and evaluate their effectiveness today for all people using current events.</p> <p>Complete “How Does the Constitution Guard Against Tyranny?” DBQ 5-paragraph Essay</p> <p>Explain the functions and powers of the legislative, executive, and judicial branches and which houses/departments make up each branch.</p> <p>Analyze features of Articles of Confederation</p> <p>Compare the Naturalization Act of 1790 and the 14th Amendment to citizenship requirements today and who has access to citizenship.</p> <p>Describe the purpose of the elastic clause.</p> <p>Provide examples of how the Constitution changed over time to expand rights to all Americans</p>

<p>6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p>	<ul style="list-style-type: none"> <li>● How did the Constitution protect and guard against elimination of American slavery?</li> <li>● How was representation determined in both houses of Congress?</li> <li>● How did the Great Compromise solve the issue of representation in Congress between large and small states?</li> <li>● How does the Three-Fifths Compromise temporarily solve the debate of “all other persons” being counted toward representation in Congress? What does this say about the role of enslaved people in policy making?</li> <li>● What were the differences between Federalist and Anti-Federalists?</li> <li>● Why did Anti-Federalists insist on a Bill of Rights?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Definitions of key terms and concepts</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Individual/Group Presentations</li> <li>● Analyze primary and secondary sources</li> </ul>	<p>Analyze British and American laws that permitted and eliminated the slave trade over time and how the Constitution protects against the elimination of slavery.</p> <p>Explain the issue over representation in Congress by drawing a connection between the number of representatives and population of residents in each state.</p> <p>Compare and contrast the New Jersey and Virginia plans and debate the merits and flaws in each.</p> <p>Evaluate original census data from 1790 and contextualize the Great Compromise and the three-fifths compromise, centering slavery as the dominant issue of the era.</p> <p>Discuss and debate whether the compromises reached at the Constitutional Convention were effective for all people considered.</p> <p>Evaluate arguments for and against ratification of the Constitution.</p>
<p>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p>	<ul style="list-style-type: none"> <li>● What were the strengths and weaknesses of the Articles of Confederation?</li> <li>● Why did the delegates feel the need to revise the document?</li> <li>● Which level of government holds the most power under the Articles of Confederation?</li> <li>● Which level of government holds the power under the Constitution?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Definitions of key terms and concepts</li> <li>● Socratic Seminar Class Debate</li> <li>● Analysis of graphic organizers and notes</li> <li>● Analyze primary and secondary sources</li> <li>● Political cartoons</li> </ul>	<p>Analyze the Articles of Confederation to determine what powers the state granted to the federal government and which were granted to the states.</p> <p><u>Assess different scenarios new Americans were facing and apply their knowledge of the Articles of Confederation to determine if the federal government can help their citizens.</u></p>



			Explain the impact and social significance of Shay's Rebellion
<p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p>	<ul style="list-style-type: none"> <li>• How does the Bill of Rights protect individual liberties and states' rights?</li> <li>• Why is it important that U.S. laws are constitutional?</li> <li>• Is what was considered constitutional in 1790, unconstitutional in the 2010s?</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations and close reading activities</li> <li>• Definitions of key terms and concepts</li> <li>• Classroom Discussions, Socratic seminars, and Debates</li> <li>• Analysis of graphic organizers and notes</li> <li>• Analyze primary and secondary sources</li> </ul>	<p>Contextualize the rights guaranteed and protected under the Bill of Rights.</p> <p>Debate the extent of free speech and freedom of the press in the United States then and now, using Martin Luther King, Jr. as a reference.</p> <p>Whiskey Rebellion Primary Source Activity</p> <p>Study Supreme Court cases to determine exceptions to the rights protected under the Bill of Rights.</p> <p><u>Analyze the Top 10 Supreme Court cases every high school student should know pertaining to the 1st, 4th, and 5th amendments.</u></p>
<p>6.6.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p>	<ul style="list-style-type: none"> <li>• What are your rights, responsibilities, and duties as an American citizen?</li> <li>• How can minors participate in their government?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions, Socratic seminars, and Debates</li> <li>• Research news</li> <li>• Community Service Project</li> </ul>	<p>Students will research and debate current bills in Congress and how they apply to majority and minority groups of Americans today.</p> <p>Watch footage from the House and Senate sessions to view discussions regarding bills.</p> <p><u>Write an argumentative letter to one of their Congressional representatives regarding a proposed bill.</u></p> <p>Track their bill as it progresses through Congress (or dies).</p>

### Unit 3 Assessment Plan

#### Formative Assessment

*When possible, provide links to specific samples/ documents/ assignments/ etc.*

#### Summative Assessment

*When possible, provide links to specific samples/ documents/ assignments/ etc.*



Socratic Seminars, Annotating Text, Close Reading, Group Discussions, Graphic Organizers, Class Participation, Flashcards, Computer study games, Study guides, Unit Sheets	DBQ Essay #2 (Constitution and Individual Freedoms), Vocab. Quizzes, Unit Test, Community service/Constitution project
--	--

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 3 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
8.1.2.A.6 Identify the structure and components of a database. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a>	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Student Learning Standards</a>

<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Reading</b></p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening</b></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
---	---

<b>Unit 4: The Early Republic</b>			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>

<p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p>	<ul style="list-style-type: none"> <li>● What were the social and economic causes of the Whiskey Rebellion?</li> <li>● How did Washington handle this situation? What effect did it have on the American people?</li> <li>● Describe the rivalry of Thomas Jefferson and Alexander Hamilton and how it shaped the economy of America's early republic.</li> <li>● How were political parties formed?</li> <li>● What were the earliest political parties and what were their views?</li> <li>● How do political parties today continue to be shaped by differing opinions?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> </ul>	<p>Summarize the economic issues following the Revolutionary War, including continued trade in the Atlantic and with Britain.</p> <p>Compare and contrast the differing views of Jefferson (Agricultural, weaker central government, strict interpretation of the Constitution, etc.) and Hamilton (industrial, stronger central government, loose interpretation of the Constitution, etc.) in how the country should be run and how this led to early political parties.</p> <p>Analyze the lyrics from Cabinet Rap Battles from the musical Hamilton to find connections to events and ideas studied.</p> <p>Evaluate Hamilton's financial plan regarding tariffs, paying debts, and creating a national bank.</p> <p>Discuss and debate the constitutionality of a national bank. Explain the compromise that led to the creation of a national bank and a new capital in D.C. Identify Benjamin Banneker's role in D.C.</p> <p>Lewis and Clark Map Assessment</p> <p>Use official websites to compare political parties platforms then and today.</p>
<p>6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.</p>	<ul style="list-style-type: none"> <li>● How did world events (French and Haitian Revolutions, impressments, piracy, etc.) affect the relationship between the United States, France, and Great Britain during this time?</li> <li>● What were the different parts of the</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Analysis of graphic organizers and notes</li> <li>● Teacher and student led PowerPoint Presentations</li> </ul>	<p>Summarize the foreign events: French Revolution, Haitian Revolution, impressments, piracy on the seas, conflict with the Barbary States.</p> <p>Organize these events chronologically and explain how they are connected</p>

<p>6.1.8.D.3.g</p> <p>Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p>	<p>Alien and Sedition Acts?</p> <ul style="list-style-type: none"> <li>● Why were they created?</li> <li>● Do you think these laws violated the Constitution?</li> <li>● How did the War of 1812 affect America?</li> <li>● How did Nationalism increase following the War of 1812?</li> </ul>	<ul style="list-style-type: none"> <li>● Definitions of key terms and concepts</li> <li>● Summary and Analysis of Videos/Documentaries/Films and Lyrics of the <i>Star Spangled Banner</i></li> </ul>	<p>(cause/effect) and how they impacted the U.S. (Alien and Sedition Acts, Embargo Act, etc).</p> <p>Discuss and debate the constitutionality of the Alien and Sedition Acts.</p> <p>Identify how Britain's interference with the Louisiana Purchase and impressment policies led to the War of 1812 and the impact this war had on Americans.</p> <p>Explain how the Star-Spangled Banner and a self-sufficient industrial economy increased nationalism following the War of 1812 and how the lyrics reflect ideas about American slavery.</p>
<p>6.1.8.D.3.e</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● What were some precedents set by Washington?</li> <li>● How did Washington's enslaved people cooperate and resist enslavement after the Revolution?</li> <li>● How the tensions between large and small whiskey producers lead to outright rebellion and tax evasion?</li> <li>● How did Washington and other leaders use the militia to put down these rebellions?</li> <li>● How does the Militia Act compare to the context of the Second Amendment?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> </ul>	<p>Outline the events that led up to the Whiskey Rebellion, including tensions among social classes of farmers in Pennsylvania</p> <p>Evaluate the extent to which the Second Amendment applies to militias who put down the rebellions such as in Pennsylvania.</p> <p>Explain how Washington responded to the Whiskey Rebellion and its impact on Americans' reception of their new Constitution and the Second Amendment.</p> <p>Debate and analyze the agency and roles of important enslaved women (Ona Judge) owned by Washington after the Revolution.</p>

<p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p>	<ul style="list-style-type: none"> <li>• What was the political, economic, and social significance of the Louisiana Purchase?</li> <li>• How did this interfere with the indigenous people of the United States?</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations and close reading activities</li> <li>• Classroom Discussions, Socratic seminars, and Debates</li> <li>• Analysis of graphic organizers and notes</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Definitions of key terms and concepts</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films/Lyrics</li> <li>• Primary and secondary sources</li> <li>• Political cartoons</li> </ul>	<p>Chart the events that led to the sale of the Louisiana Territory and how important leaders (Jefferson) determined where enslaved people would relocate after the abolition of slavery.</p> <p>Analyze the impact of the purchase on various groups of people: the Government, indigenous people, Immigrants, Enslaved people, farmers, plantation owners, etc.</p> <p>Political Cartoons: Seneca Falls Convention</p> <p>Use maps and primary source journal entries to track Lewis and Clark's Corp of Discovery through the continent.</p>
--	---	---	---

Unit 4 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Socratic Seminars, Annotating Text, Close Reading, Group Discussions, Graphic Organizers, Class Participation, Flashcards, Computer study games, Study guides, Unit Sheets	African American History Museum Project, Vocab. Quizzes, Unit Test, Presidential report card project

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions	a. Students may be provided with note organizers / study guides to reinforce key topics.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions

<p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p>	<p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p>	<p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>
--	---	--

Unit 4 Connections	
<p align="center"><b>NJSLS - Technology</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Technology Standards</a></p>	<p align="center"><b>Career Readiness Practices</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center"><b>21st Century Skills</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p align="center"><b>Interdisciplinary Connections</b></p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Reading</b></p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information</p>

	<p>on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening</b></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
--	---

<b>Unit 5: Expansion, Innovation, Slavery, and Reform</b>			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different</p>	<ul style="list-style-type: none"> <li>• What was the Industrial Revolution? What new types of products and inventions were created during this time period?</li> <li>• How did major technological developments revolutionize land and water transportation, as well as the economy, in New Jersey and the Nation?</li> <li>• What political, social, and economic effects did the Industrial Revolution have on various groups of people (Free Americans, enslaved people, immigrants, indigenous</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations and close reading of Primary and secondary sources, including political cartoons</li> <li>• Classroom Discussions, Socratic seminars, and Debates</li> <li>• Analysis of graphic organizers and notes</li> <li>• Teacher and student led PowerPoint Presentations</li> </ul>	<p>Explain the connection between the cotton gin and its effect on the cost of cotton goods and the increase in the use of slave labor across the United States.</p> <p>Explain the relationship between faster and easier production (power looms, steam engines, farming tools, factory systems, interchangeable parts, etc.)</p>

<p>groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a</p> <p>Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>	<p>people, etc.)?</p> <ul style="list-style-type: none"> <li>● How did religious differences lead to nativist and racist ideas regarding the lives of Irish and German immigrants and how did they see each other in relation to free and enslaved people in the United States?</li> </ul>	<ul style="list-style-type: none"> <li>● Definitions of key terms and concepts</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> </ul>	<p>and the treatment of laborers in the United States.</p> <p>Explain how faster and easier communication (telegraph, morse code, railroads, etc.) brought the nation closer together.</p> <p>Chart the rise of immigration through census records and the nativist attitudes towards Catholic Irish and German immigrants and their relationships with free and enslaved blacks in the United States.</p>
<p>6.1.8.A.4.a</p> <p>Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.c</p> <p>Assess the extent to which voting rights were expanded during the Jacksonian period.</p>	<ul style="list-style-type: none"> <li>● How did the Monroe Doctrine impact America's relationship with foreign countries?</li> <li>● What decisions were made by Andrew Jackson and John Quincy Adams during their presidencies?</li> <li>● How were voting rights expanded during the Jacksonian period? How did New Jersey's state constitution reflect the role of white men in gaining the right to vote over free blacks, women, and indigenous people?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Cooperative Learning and Group work</li> </ul>	<p>Summarize the events during Jackson's administration (spoils system, tariffs, dispute over nullification, Indian Removal Act) and how it affected the country and the lives of indigenous people and enslaved and free African Americans.</p> <p>Identify how voting rights were expanded by analyzing legislation of the time, including the 1844 New Jersey Constitution.</p> <p>Evaluate the extent to which free blacks, women, and servants were excluded from citizenship and voting rights in New Jersey and the country at large.</p>
<p>6.1.8.A.4.b</p> <p>Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p>	<ul style="list-style-type: none"> <li>● How did Manifest Destiny impact America's expansion through annexation, diplomacy, and war?</li> <li>● How did the ideals of Manifest Destiny <u>conflict</u> with indigenous people in the United States and affect the spread of slavery across the country?</li> <li>● How did indigenous people respond to Jackson's Indian Removal policies?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> </ul>	<p>Debate and discuss arguments for and against Manifest Destiny, the stories of those it impacted, and how these ideas tie into greater issues regarding race, racism, and empire building.</p> <p>Explain the different ways Indigenous people responded to the Jackson Administration's Indian Removal Act. Apply knowledge from unit three to</p>



<p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p>	<ul style="list-style-type: none"> <li>● How did Jackson cooperate or resist the powers of the Supreme Court?</li> <li>● How did the Mexican Cession and creation of the Texas Republic affect the relationship between Mexico and the United States to the present day?</li> <li>● How did the Mexican-American War create and perpetuate ideas of race, racism, and empire in the southwest United States?</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Performance of classroom plays and reenactments</li> <li>● DBQ Essay (War with Mexico)</li> </ul>	<p>determine the constitutionality of the Supreme Courts' and Jackson's decisions.</p> <p>Recognize the importance of civil disobedience by American philosophers as protest during the Mexican-American War.</p> <p>Evaluate the extent by which the United States was or was not justified in going to War with Mexico and the lasting consequences this event had on ideas regarding immigration in the present day.</p> <p>Compare current Mexico-American relations with those in the mid-nineteenth century.</p> <p>Identify the reasons for migration westward by various Asian and Anglo/Afro American groups, and trace their experiences outlining labor hardships, strikes, and racism.</p>
<p>6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p>	<p>How did early leaders (Abraham Lincoln, Frederick Douglass, Henry Clay) discuss the issues and problems of American Slavery and the Constitution? What was the American Colonization Act?</p> <p>How did people resist the institution of slavery? How have school textbooks over the decades discussed the issue of slavery from different perspectives? How did advocates work to reform education, women's rights, slavery, and other social issues? What are some of the biggest differences between African American and white women reformers?</p>	<ul style="list-style-type: none"> <li>● Annotations and close reading of primary and secondary sources.</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Stations and Group work</li> </ul>	<p>Evaluate the various propositions for abolition of slavery, including colonization of west Africa, gradual compensation, total abolition, etc.</p> <p>How did Irish Americans work to perpetuate and eliminate American slavery? How did these ideas relate to religious freedom in Ireland?</p> <p>Read various narratives written by people who had been enslaved (Harriet Jacobs, Frederick Douglas, Sojourner Truth, etc.) and compare their experiences and the ways they resisted American slavery.</p>

			Outline differences between African-American and white women reformers (Stanton and Truth)
6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	Class trips to Connecticut Farms Church to discover Underground Railroad tunnels.  Participation in lectures about NJ slavery at Union Public Library	Analyze the geographic and social/political differences of New Jersey's population regarding ideas of slavery and abolition.  Industrial Revolution: Create your own invention  Compare and contrast ideas in the NJ Constitution to realistic perceptions of African American slavery in New Jersey.

Unit 5 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Socratic Seminars, Annotating Text, Close Reading, Group Discussions, Graphic Organizers, Class Participation, Flashcards, Computer study games, Study guides, Unit Sheets	DBQ #4: Mexican American War 5-Paragraph Essay, Unit Test, Vocab. Quizzes, Mini-Projects

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> <li>d. greatsocialstudies.com (Enrichment Activities)</li> </ul>

<b>Unit 5 Connections</b>
---------------------------

<p align="center"><b>NJSLS - Technology</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">NJ Technology Standards</a></p>	<p align="center"><b>Career Readiness Practices</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p>8.1.2.A.6 Identify the structure and components of a database.  8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.  8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results  8.1.8.D.4 Assess the credibility and accuracy of digital content.  8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.  8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.</p>
<p align="center"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">21st Century Life and Skills</a></p>	<p align="center"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.  9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.  9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.  9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Reading</b>  RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  RI.8.2. Determine a central idea of a text and analyze its development over the course of the text.  RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  RI.8.4. Determine the meaning of words and phrases as they are used in a text.  RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>Writing</b>  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>

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

**Speaking and Listening**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

## Unit 6: A Divided Nation, Civil War, and Reconstruction

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p>	<ul style="list-style-type: none"> <li>● What were the characteristics of the regions of the United States (North, South, and West) during the Antebellum period?</li> <li>● How did the Dred Scott Decision and the United States Supreme Court affect African Americans?</li> <li>● What were the social, political, economic reasons why the south seceded from the Union?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities of primary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films/Lyrics</li> </ul>	<p><a href="#">Analyze census and economic data</a> to determine the industrial production, population, demographics, political preferences, etc. of the three regions and determine how those differences could lead to a distinct identity.</p> <p>Research the Dred Scott decision and its impact on all Americans. Determine in what ways it protected the institution of slavery.</p> <p>Read and compare the <a href="#">Declaration of Causes for Secession</a> from the southern states to determine how slavery was central to the causes of the Civil War.</p>
<p>6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p>	<ul style="list-style-type: none"> <li>● What was Lincoln’s primary goal going into the war? How did he feel about slavery?</li> <li>● What roles did women, African Americans, and Native Americans serve in the Civil War?</li> <li>● How did various factors (i.e., geography, natural resources, demographics,</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Definitions of key terms and concepts</li> </ul>	<p>Analyze speeches and documents written by Lincoln to understand his feelings regarding slavery and the preservation of the country.</p> <p>Explain how Lincoln used technology such as the telegraph and railroads as weapons of war.</p>

<p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	<p>transportation, leadership, and technology) affect the course and outcome of the Civil War?</p> <ul style="list-style-type: none"> <li>● What were some critical events and battles of the Civil War? How did they contribute to the final outcome of the war?</li> </ul>	<ul style="list-style-type: none"> <li>● Summary and Analysis of Videos/Lyrics</li> <li>● Primary and secondary sources</li> <li>● Political cartoons</li> </ul>	<p>Assess the impact of the Conscription Act and how it led to riots among Irish immigrants and free and enslaved African Americans</p> <p>Analyze maps of Civil War Battles</p> <p>Chart the major battles of the Civil War (Bull Run, Antietam, Gettysburg, March to the Sea, etc.) and determine their effect.</p> <p>Identify the various roles fulfilled (soldiers, medicine, intel, laborers, etc.) and contributions by women, men, and former enslaved people during the war.</p> <p>Recognize the discrimination that free Blacks and former enslaved people faced in the war.</p>
<p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p>	<ul style="list-style-type: none"> <li>● How and why did the Emancipation Proclamation and the Gettysburg Address continue to impact American life?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> </ul>	<p>Annotate and summarize the points made by Lincoln in the Gettysburg address and how free and enslaved people interpreted this language.</p> <p>Graphs of Northern and Southern Economies</p>
<p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>6.1.8.A.5.b Compare and contrast the approaches of Congress and</p>	<ul style="list-style-type: none"> <li>● What were the human and material costs of the Civil War in the North and South?</li> <li>● How effective were the 13th, 14th, and 15th Amendments to the realities of African American life?</li> <li>● How and Why did New Jersey resistance enforcing the Reconstruction Amendments, including the abolition of slavery?</li> <li>● What was the economic impact of Reconstruction on the South?</li> <li>● How did the government plan to reconstruct the South? What were some similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading of primary and secondary sources</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Summary and Analysis of Videos/Documentaries/Films/Lyrics</li> </ul>	<p>Summarize the effects of the Civil War politically, socially, and economically.</p> <p>Analyze the support and resistance of the rights granted by the 13th, 14th, and 15th amendments, especially in New Jersey.</p> <p>Critique the four plans for Reconstruction (Lincoln's, Johnson's, Congressional, and Radical) and determine how each plan would have affected all Americans and former Confederate slave and non-slave owners.</p>

<p>Presidents Lincoln and Johnson toward the reconstruction of the South.</p>		<ul style="list-style-type: none"> <li>Group work and web design presentations</li> </ul>	<p>Watch video on Juneteenth. Read and discuss passage about Juneteenth.</p> <p>Analyze the Reconstruction era policies that restricted the newly granted rights of African-Americans (Black codes, sharecropping, convict leasing, poll taxes, literacy tests, etc.)</p> <p>Read/discuss article about “Pink Triangle”</p>
---	--	---	---

Unit 6 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Socratic Seminars, Annotating Text, Close Reading, Group Discussions, Graphic Organizers, Class Participation, Flashcards, Computer study games, Study guides, Unit Sheets	Civil War and Reconstruction Group Projects and Website Design, Presentations, Vocab. Quizzes, Final Exams

Unit 6 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 6 Connections	
NJSLs - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
8.1.2.A.6 Identify the structure and components of a database. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

<p>or activities.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skill that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Reading</b></p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>Writing</b></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening</b></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.