

Subject: US History

Grade: 6

Prepared by:

(Mike Kilgallen)

Superintendent of Schools:

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Approved by the Midland Park Board of Education on

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Born on August 22, 2022

TITLE

Course Description:

Sixth grade will continue the study of American history beginning with the Revolutionary era and continuing through the Civil War Reconstruction. This course will emphasize the human experience in our multicultural nation. Students will explore the lives of people in American history through a variety of instructional approaches.

We will study a number of critical forces that helped shape the development of the United States. The course will also help students develop skills essential to research, analyze, and problem solving. Each unit is driven by enduring understandings; content mastery is supported by core and supplementary texts.

Course Sequence:

February-March:	Revolution	(30 days)
April:	Westward Expansion	(20 days)
May:	Reform	(15 days)
May-June:	Civil War	(25 days)

Pre-requisite:

Grade 5 Social Studies and Grade 6 Civics (1st semester)

UNIT # 1**Overview****Content Area: Social Studies****Unit Title: Revolution****Grade Level(s): 6**

Core Ideas: This unit studies the strengths and weaknesses of the national government created after the American Revolution. The compromises made to help build a more cohesive national government will be explored as well as New Jersey's role in the creation of the federal Constitution. Major historical and modern day constitutional conflicts will also be considered. For the first time, Americans selected a president and other national officials. In addition, the first political parties emerged.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. (Proc 1763)
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.GeoSV.3.a	Use maps and other geographic tools to evaluate the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.History CC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.History UP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.History UP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.History UP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
6.1.8.History SE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
6.1.8.History SE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.1.8.EG.3	Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze

	the factors that led to a positive or negative outcome.		
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).		
Technology Literacy (standard 8 or 9.4.(TL))			
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.		
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.		
8.2.8.ITH.2	Compare how technologies have influenced society over time.		
Interdisciplinary Connection / Companion Standards ELA/L			
RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.		
RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
RH.6-8.6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).		
RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)			
The Amistad Commission mandate, which requires that teaching of the African slave trade, slavery in America and the vestiges of slavery in the country and the contributions of African-Americans to our society, is met through social studies lessons teaching about leaders, including Martin Luther King, Jr. Resource: Amistad: www.njamistadcurriculum.net/history/units . References to this mandate are made within the pacing guide and lessons in which it is embedded: Crispus Attucks , Salem Poor, Colonel Tye			
The Holocaust Mandate (which indicates that issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide) is often taught during Character Education lessons (social skill stories) and is incorporated during Social Studies when leaders (past and present) in our country and community are referenced. References to this mandate are made within the pacing guide and lessons in which it is embedded.			
LGBT examples includes Baron Von Stueben, George Washinton's encouragement of Hamilton and Lauren's relationship, 1778 Lieutenant Enslin dismissed from Continental Army			
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> What were the political and economical causes of the Revolution? What is independence? What role did Adams, Jefferson, and Franklin have in drafting the Declaration of Independence? Why would delegates want Washington to lead the Constitutional Convention? Why do revolutions happen in so many places throughout history? 		<ul style="list-style-type: none"> How disputes over political authority & economic issues contributed to a movement for independence in the colonies. The idea for government being based on principles of fairness, equality, and respect for diversity. Political, social, and economic values shared by British colonists that led to the growth of a representative government and a new American identity. 	
Evidence of Learning			
Formative Assessments: Conferencing, student-produced work, Nearpod assessments, homework,			
Summative/Benchmark Assessment(s): Quizzes, tests, projects, mock trial			
Alternative Assessments: Modified versions of formative and summative assessments, project-based assessments, oral analyses			
Resources/Materials: Teacher-made materials, <i>My Brother Sam Is Dead</i> novel, <i>John's Story</i> novel		Key Vocabulary: vocabulary will be based on each lesson and mini-lesson	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete

Towards Independence	<ul style="list-style-type: none"> -Assess conflicts and alliances among European countries, Native American groups impacted the expansion of the American colonies. -Evaluate the impact of geography on the execution and outcome of the American Revolutionary War. -Explain New Jersey's location role in the American Revolution. -Explain & Assess taxes, government regulation, economic opportunities on relations between Britain and its North American colonies. -Explain consequences of the Seven Years War, changes in British policies toward American colonies, responses by various groups/individuals in the North American colonies led to the American Revolution. 	<ul style="list-style-type: none"> Teacher made notes Nearpod Define and discuss vocabulary Web Quest on the American Revolution Power point notes on American Identity Timelines Political cartoon Power Point Notes and Transparencies 	5 days
Historical Fiction Novel	<ul style="list-style-type: none"> -Analyze the perspectives of colonists: patriots, loyalists, or neutralists. -Explain story elements as they relate to the novel (characters- protagonist, setting, conflict, resolution, theme). -Summarize historical events that are mentioned in the novel (as a preview to the discussion of war). -Determine which portions of the novel are historically accurate and which are fictional. 	<ul style="list-style-type: none"> Teacher made notes Nearpod Define and discuss vocabulary Web Quest on the American Revolution Power point notes on American Identity Timelines Political cartoon Power Point Notes and Transparencies 	10 days
Declaration of Independence	<ul style="list-style-type: none"> -Explain why Declaration of Independence was written, key principles evolved to become unifying ideas of American democracy. -Examine the ideals Declaration of Independence. -Assess the extent to which ideals of the Declaration of Independence included women, African Americans, and Native Americans (Holocaust and Amistad). 	<ul style="list-style-type: none"> Teacher made notes Nearpod Define and discuss vocabulary Web Quest on the American Revolution Power point notes on American Identity Timelines Political cartoon Power Point Notes and Transparencies 	5 days
American Revolution	<ul style="list-style-type: none"> -Analyze the impact of George Washington as general of the American revolutionary forces. -Analyze prominent individuals, other nations contributed to the causes, outcomes of the American Revolution. -Examine the roles and impact, perspectives of various socioeconomic 	<ul style="list-style-type: none"> Teacher made notes Nearpod Define and discuss vocabulary Simulation Activity on Bunker Hill Web Quest on the American Revolution Power point notes on American Identity Timelines 	10 days

	<p>groups. -Analyze terms of the Treaty of Paris, relationships with Native Americans, European powers that had territories in North America.</p>	<p>Political cartoon Power Point Notes and Transparencies</p>	
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Additional Resources:

NewsELA
Readworks
Reading and Writing Source Book , Robert Pavlik and Richard G. Ramsey
www.liberty.org
Readings & Writing Source Book
Novel *My Brother Sam is Dead* and *John's Story*

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G & T teacher ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	

UNIT #2**Overview****Content Area: Social Studies****Unit Title: Westward Expansion****Grade Level(s): 6**

Core Ideas: This unit will explore motivations for people to move to the West & some of the conflicts that arose between the pioneers & various Native American people. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

6.1.8.EconET.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.HistoryC.C.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.HistoryC.C.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources Relationships between humans and environments impact spatial patterns of settlement and movement. influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.8.EG.6	Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Technology Literacy (standard 8 or 9.4.(TL))

9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Interdisciplinary Connection / Companion Standards ELA/L

RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
NJLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)			
The Amistad Commission mandate, which requires that teaching of the African slave trade, slavery in America and the vestiges of slavery in the country and the contributions of African-Americans to our society, is met through social studies lessons teaching about leaders, including Martin Luther King, Jr. Resource: Amistad: www.njamistadcurriculum.net/history/units . References to this mandate are made within the pacing guide and lessons in which it is embedded: Legend of Bass Reeves, Harriet Tubman, Henry “Box Brown and other abolitionists			
The Holocaust Mandate (which indicates that issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide) is often taught during Character Education lessons (social skill stories) and is incorporated during Social Studies when leaders (past and present) in our country and community are referenced. References to this mandate are made within the pacing guide and lessons in which it is embedded: Trail of Tears, Margaret Fuller’s <i>The Great Lawsuit</i> (women self-dependent) and Seneca Falls Convention 1848 where the “Declaration of Sentiments” was signed (women disenfranchised by society)			
AAPI includes the construction of railroads, more specifically the transcontinental railroad, where 15-20,000 Asian Americans built it, at least in part to the rush westward and the discovery of gold.			
LGBT examples include Jason Chamberlain and John Chaffee seek gold when they sailed from Boston to California in 1849			
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● How did people feel about settlers moving west? ● Why did people move west? ● Who was Frederick Douglass and what was his/other abolitionists’ impact on America? (amistad) ● What major changes were occurring in the country during this time period? ● In what ways was life different for people living in the North as opposed to the South? ● What happened to the Donner Party? 		<ul style="list-style-type: none"> ● What motivated people to leave their homes & move to the Old Northwest, across the Mississippi River, to the Texas Territory, Oregon, California, and Utah. ● Results of the Louisiana Purchase. ● Goals of the Lewis & Clark Expedition. ● How the migration of settlers affect the lives of Native Americans. (Holocaust) ● How the Gold Rush changed California. ● Methods used by the US to expand its territory before the Civil War & what conflicts resulted from the clashes between Native peoples and new settlers. (Holocaust) 	
Evidence of Learning			
Formative Assessments: Conferencing, student-produced work, Nearpod assessments, homework,			
Summative/Benchmark Assessment(s): Quizzes, tests, projects, mock trial			
Alternative Assessments: Modified versions of formative and summative assessments, project-based assessments, oral analyses			
Resources/Materials: Teacher-made materials		Key Vocabulary: vocabulary will be based on each lesson and mini-lesson	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Manifest Destiny	-Explain changes in America’s relationships with other nations. -Analyze policies, treaties, tariffs, agreements, Manifest Destiny, annexation, diplomacy and war. -Assess Louisiana Purchase, western exploration, expansion, economic development and voting rights during Jacksonian period. -Map the territorial expansion and settlement, locations of conflicts, removal	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines Political cartoon	5 days

	of Native Americans (Holocaust).		
Growing Nation	-Describe the hardships of the Trail of Tears (genocide) -Understand the difficulty of moving west and the reasons people moved west -Explain the conflict between the whites and Native Americans in the Southeast (Holocaust)	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines Political cartoon	5 days
Life in the West/Trails	-Explain ethnic and cultural conflicts with Natives (Holocaust). -Explain technological developments revolutionized land, water transportation, in New Jersey and United States.	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines Political cartoon	5 days
Donner Party CSI	-Investigate the story of the Donners. -Read primary sources to analyze what happened to the wagon train (journals, news advertisements, news articles, court transcripts). -Determine and write an analysis of who they believe was responsible for the demise of the Donner Party.	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines Political cartoon	5 days

Teacher Notes:**Additional Resources:**

NewsELA

Primary source: A Petition by Cherokee Women

Internet Web Quest

Quote from John Marshall project analysis

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G & T teacher ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	

UNIT #3**Overview****Content Area: Social Studies****Unit Title: Reform****Grade Level(s): 6**

Core Ideas: This unit will explore the lives of the planters, the slaves, and the people of the “other South” (poor white farmers). We will also explore the other ways in which slaves dealt with the hardships of their lives & how they maintained their cultural and religious traditions. This unit will also explore the vast changes in the northern US between 1820 & 1860. We will look at new technologies in manufacturing and transportation, social changes, and the contributions of women workers to the industrial development of the country. New Jersey’s development in this period will also be explored.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

6.1.8.CivicsDP .4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
6.1.8.CivicsH R.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
6.1.8.GeoSV.4 .a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.HistoryC C.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.EconET. 4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Technology Literacy (standard 8 or 9.4.(TL))

9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.

Interdisciplinary Connection / Companion Standards ELA/L

WHST.6-8.1	Write arguments focused on discipline-specific content.
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
NJLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

The **Amistad** Commission mandate, which requires that teaching of the African slave trade, slavery in America and the vestiges of slavery in the country and the contributions of African-Americans to our society, is met through social studies lessons teaching about leaders, including Martin Luther King, Jr. Resource: Amistad: www.njamistadcurriculum.net/history/units. References to this mandate are made within the pacing guide and lessons in which it is embedded: [Abolitionists](#) Mary Prince & Lucricia Coffin Mott, Dred Scott

The **Holocaust** Mandate (which indicates that issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide) is often taught during Character Education lessons (social skill stories) and is incorporated during Social Studies when leaders (past and present) in our country and community are referenced. References to this mandate are made within the pacing guide and lessons in which it is embedded: Andrew Jackson's Indian Removal Act and Trail of Tears

Unit Essential Question(s):

- What was Andrew Jackson's impact on America?
- How did the people of the North and the South respond to the news of a Civil War?
- What was life like for African Americans during the mid-century?
- How did the people of the North and the South respond to the news of a Civil War?
- How did the abolitionists and women reformers of the mid-1800s inspired freedom for slaves and more rights for women?
- How did disagreements between the North and South, especially over the issue of slavery, led to political conflict.

Unit Enduring Understandings:

- Andrew Jackson's impact on America.
- How did the people of the North and the South respond to the news of a Civil War?
- The abolitionists and women reformers of the mid-1800s inspired freedom for slaves and more rights for women (amistad).
- Disagreements between the North and South, especially over the issue of slavery, led to political conflict.

Evidence of Learning

Formative Assessments: Conferencing, student-produced work, Nearpod assessments, homework,

Summative/Benchmark Assessment(s): Quizzes, tests, projects, mock trial

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessments, oral analyses

Resources/Materials: Teacher-made materials

Key Vocabulary: vocabulary will be based on each lesson and mini-lesson

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Andrew Jackson	-Assess the Jacksonian Era, the economic development and voting rights during the Jacksonian period.	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines Political cartoon	5 days
Reform Movements	-Determine economic tools met the economic challenges facing the new nation. -Analyze push-pull factors, immigration. -Explain ethnic and cultural conflicts. -Explore reforms on education, women's	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines	5 days

	rights, slavery	Political cartoon	
Dividing Nation	-Explain growing resistance to slavery, New Jersey's role in the Underground railroad. -Describe the development of the abolitionist and women's rights movements -Describe the Dred Scott case and the impact of the case on slavery -identify slave rebellions	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines Political cartoon	5 days
Teacher Notes:			
Additional Resources: NewsELA Primary Sources related to topics			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G & T teacher ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 		<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan 			

UNIT #4**Overview****Content Area: Social Studies****Unit Title: Civil War and Reconstruction****Grade Level(s): 6**

Core Ideas: This unit will explore the causes of the Civil War, the effects of the war on the country, and how Reconstruction established the principle of racial equality. The legacy & unresolved challenges that endured after Reconstruction began will also be examined.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

6.1.8.HistoryC C.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryC C.5.b	Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.HistoryC C.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryU P.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.HistoryU P.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistoryU P.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.HistoryC C.5.d	Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
6.1.8.HistoryC C.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Technology Literacy (standard 8 or 9.4.(TL))

9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.

Interdisciplinary Connection / Companion Standards ELA/L

RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

The **Amistad** Commission mandate, which requires that teaching of the African slave trade, slavery in America and the vestiges of slavery in the country and the contributions of African-Americans to our society, is met

through social studies lessons teaching about leaders, including Martin Luther King, Jr. Resource: Amistad: www.njamistadcurriculum.net/history/units. References to this mandate are made within the pacing guide and lessons in which it is embedded: African-Americans in the Civil War, 54th Massachusetts Infantry

The **Holocaust** Mandate (which indicates that issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide) is often taught during Character Education lessons (social skill stories) and is incorporated during Social Studies when leaders (past and present) in our country and community are referenced. References to this mandate are made within the pacing guide and lessons in which it is embedded.

LGBT examples include Sarah Emma Edmonds who changed her identity to a man named Franklin Thompson and joined the Union Army (among 400+ similar cases). She changed her identity back to a woman after being injured. Also included would be a discussion of the 14th Amendment being ratified

- Unit Essential Question(s):**
- How did complex regional differences involving political, economic, and social issues result in the Civil War?
 - How did Civil War and Reconstruction have a lasting impact on the development of the United States?
 - How was the nation’s identity in part forged by the Civil War?
 - How did the hardships endured during the Civil War lead to long lasting bitterness on both sides?
 - How was Reconstruction an important step in the African American struggle for Civil Rights?
 - How did reforms during Reconstruction make it possible for later Civil Rights gains?

- Unit Enduring Understandings:**
- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.
 - The Civil War and Reconstruction had a lasting impact on the development of the United States.
 - The nation’s identity in part was forged by the hardships experienced during the Civil War and led to long lasting bitterness on both sides.
 - Reforms during Reconstruction make it possible for later civil rights gains.

Evidence of Learning

Formative Assessments: Conferencing, student-produced work, Nearpod assessments, homework,

Summative/Benchmark Assessment(s): Quizzes, tests, projects, mock trial

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessments, oral analyses

Resources/Materials: Teacher-made materials

Key Vocabulary: vocabulary will be based on each lesson and mini-lesson

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Causes of Civil War	-Prioritize causes/events that led to the Civil War. -Determine causes/events that led to the outcome of the war from multiple perspectives.	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines Political cartoon	5 days
The Civil War	-Explain Emancipation Proclamation, Gettysburg Address -Compare/Contrast (Congress, Presidents Lincoln and Johnson) reconstruction. -Determine (geography, natural resources, demographics, transportation, technology) progress, outcome of the Civil War. -Assess human, material costs of the Civil War in the North and South. -Analyze critical events, battles of the Civil War, economic impact of	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines Political cartoon	10 days

	Reconstruction from different perspectives.		
Reconstruction	-Lincoln death “Crime Scene Investigation” inquiry -Analyze the effectiveness of the 13th, 14th, 15th Amendments.	Teacher made notes Nearpod Define and discuss vocabulary WebQuests Powerpoint notes Timelines Political cartoon	10 days
Teacher Notes:			
Additional Resources: Debate Maps http://www.archives.gov/education/lessons/worksheets/ Primary sources: Emancipation Proclamation, Gettysburg Address Amendments 13th, 14th 15th			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G & T teacher ● Provide extension activities ● Build on students’ intrinsic motivations ● Consult with parents to accommodate students’ interests in completing tasks at their level of engagement 		<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Provide extension activities ● Build on students’ intrinsic motivations ● Consult with parents to accommodate students’ interests in completing tasks at their level of engagement 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan 			