

Bay Head Elementary School	
Content Area: Social Studies Course Title: United States History I	Grade Level: Sixth Grade
Early Republic	September - October (42 days)
Expansion and Reform	November - December (30 days)
Causes of the Civil War Antebellum America	January - February (40 days)
Civil War	March - April (38 days)
Reconstruction	May - June (30 days)
Maria Wills, Curriculum Coach Aligned to New Jersey Student Learning Standards	Board Approved: May 28, 2019 Re-Adopted March 14, 2023

Bay Head School
SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Grade Level: Sixth Grade

Domain (Unit Title): Early Republic

Cluster Summary:

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today
- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Primary Interdisciplinary Connections:

Reading

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 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.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing

- 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.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Computer Science and Design Thinking:

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 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.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Learning Targets

Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Number	Performance Expectations
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.GeoSV.3.a	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.HistoryC.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.HistoryC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.HistoryC.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.HistoryC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.HistoryU.P.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.HistoryU.P.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.HistoryS.E.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

Unit Essential Questions • How did the U.S. Constitution differ from the Articles of Confederation in terms of powers of the federal government. • How would George Washington's leadership have been different under the Articles of Confederation? • What were the precedents that Washington established as the first president of the United States? • What challenges did the United States face during the presidency of George Washington? • Under the United States Constitution, which social groups (race, gender, economic status) were not given the same rights and freedoms that were given to white landowning males? • What was the impact of the lack of equality on individuals and on American society? • How did the Federalist and Democratic Republican Parties form, and on what issues did they disagree? • In what ways did Thomas Jefferson and the Republicans limit the power of the government? • How did the Louisiana Purchase affect the nation's economy and politics?	Unit Enduring Understandings <i>Students will understand that...</i> • George Washington established lasting precedents for the executive power. • The United States government initially faced difficulties establishing powers. • Differing political views led to the creation of political factions within the government. • The differing views of the Republican Party shaped legislation to limit the power of the government. • The acquisition of land impacted political and economic functions in the United State • What were the challenges to the nation's stability during the late 1700's and early 1800's? • How did the United States benefit from its victory in the War of 1812?
Unit Objectives <i>Students will know...</i> • George Washington's impact on the country as the first President of the	Unit Objectives <i>Students will be able to...</i> • Analyze the impact that George Washington had on the country as the first President of

United States.

- Nation's economic crisis under Washington, and explain the plan that Alexander Hamilton had devised to deal with the National debt.
- The Whiskey Rebellion, and explain how Washington dealt with this problem.
- The philosophies of the Federalists and the Democratic Republicans.
- Jay's Treaty and the effect it had on the U.S.
- The impact the XYZ affair had on the presidency of John Adams.
- The impact of the Revolution of 1800.
- Importance of Marbury v Madison.
- The continuing conflict between settlers and the Native Americans.
- Causes and issues surrounding the War of 1812 including but not limited to impressment of us sailors abroad.
- Geographical differences led to debates involving economic issues in the new nation
- The Treaty of Ghent established policies which restored the relationship between the United States and Great Britain.

the United States.

- Describe the cause of the nation's economic crisis under Washington, and explain the plan that Alexander Hamilton had devised to deal with the National debt.
- Describe the causes of the Whiskey Rebellion, and explain how Washington dealt with this problem.
- Compare and contrast the philosophies of the Federalists and Democratic Republicans.
- Compare and contrast Jefferson's political beliefs of limited governmental power *before* he became president, with his actions *after* he became president in making the Louisiana Purchase.
- Discuss the pros and cons of the Jay Treaty and how it affected the United States.
- Discuss the impact of the XYZ affair on John Adams political image.
- Describe Jefferson's goals of the Revolution of 1800, and determine if his goals were realized.
- Discuss how Marbury v. Madison led to the Supreme Court acquiring the power of judicial review.
- Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Battle of Fallen Timbers and Tecumseh's rebellion).
- Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).
- Discuss the causes of the war of 1812 and its impact on the United States.

	• Explain how major events are related to one another in time. • Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. • Compare and contrast differing interpretations of current and historical events. • Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
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Evidence of Learning	
Formative Assessments • Multiple Choice Tests • Weekly Tests • Writer's Workshop • Class Discussion • Graphic Organizers • Reading Responses • Learning Response Log • Exit Slips • Kinesthetic Assessments • Running Records • Constructive Quizzes	· Rubric · Cooperative Learning · Teacher Conferences · Teacher Observation · Journals/Writer's Notebook · Portfolio · Individual Whiteboards · Peer/Self Assessments · Whiteboard Assessments · Think-Pair-Share · Literature Circles

Summative Assessments

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Reading Assessment/Running Records
- Oral Presentation
- Reflective journal

Benchmark Assessments

- AIMSWeb Testing (Fall, Winter, Spring)
- End of Unit Test or Chapter Test

Alternative Assessments

- Collaborative testing.
- Student portfolios
- Performance Tests
- Conferencing

Performance Tasks/Use of Technology**Performance Tasks**

- Classwork
- Projects

Use of Technology

- Laptops or iPads
- Smartboard
- STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs)

IEP modifications:

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Books on tape
- Preferential seating
- Scribe for students who can't write
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

504 Plan:

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Gifted and Talented:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

English Language Learners:

- Visuals
- Gesturing
- Miming and roleplay
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- Personal word walls
- Introducing key vocabulary before lesson
- Small group instruction
- Providing a student buddy

Suggested activities for lesson plans:

Code Summary and Statutes Key		
Holocaust/Genocide - Teaching Acceptance & Tolerance	Amistad - Teaching Prejudice and Discrimination	Asian American & Pacific Islander - Teaching Acceptance and Diversity

Research an explorer giving details about the person's explorations and discoveries. Create a circle graph that shows the amount of land claimed by England, Spain, France, and the Netherlands by 1650. Create and label a diagram of a Renaissance invention. Create Explorer wheels. Utilize technology presentation programs to create a slideshow of a major explorer. Simulate the conflict in Jamestown. Create a multimedia presentation. Virtual field trip to Jamestown. Conduct an interview of a famous colonist. Recognize the Puritan belief system. Write a journal account of life in Plymouth. Discover the origin of the Town Meeting form of government. Make a model of Jamestown settlements.

Create maps to identify the location of European settlements. Create a model of a typical colony town that shows how land was used to support its inhabitants. Create a labeled map of the colonies. Listen to songs sung by enslaved workers. Discover how enslaved Africans were able to keep their culture alive under difficult conditions. Virtual field trip of Colonial Williamsburg. Create a model of a Southern plantation. Create a multimedia presentation related to the revolution. Create a portrait of a Revolutionary Hero. Compare/Contrast loyalists and patriots. Debate the issue of British rule vs. self-government (e.g. talk show format)

Bill of Rights

Branches of Government Tolerance

Literature:

The Long Road to Gettysburg by Jim Murphy

Civil War Ghost Stories & Legends by Nancy Roberts

The American Civil War by Paul Christopher Anderson

Don't Know Much About the Civil War by Kenneth C. Davis

The Book Thief by Markus Zusak

The Boy in the Striped Pajamas by John Boyne

Night by Elie Wiesel

The Devil's Arithmetic by Jane Yolen

Yellow Star by Jennifer Roy

Escape: Children of the Holocaust

Resistance Book 1 & 2 by Carla Jablonski and Leland Purvis

Hitler's Furies: German Women in the Nazi Killing Fields by Wendy Lower

Survivors: true Stories of Children in the Holocaust by Allan Zullo

Salvaged Pages by Alexandra Zapruder

Parallel Journeys by Eleanor Ayer

Anne Frank: The Diary of a Young Girl by Anne Frank

To Be a Slave by Julius Lester

Turbulent Years: The 60's by Our American Century

Brown Girl Dreaming by Jacqueline Woodson

One Crazy Summer by Rita Williams-Garcia

The Watsons Go to Birmingham by Christopher Paul Curtis

Roll of Thunder, Hear My Cry by Mildred D. Taylor

The Collected Poems of Langston Hughes by Langston Hughes

Narrative in the Life of Frederick Douglass by Frederick Douglass

"What is a Slave on the Fourth of July" by Frederick Douglass

Chains by Laurie Halse Anderson

Toa Te Ching by Loa Tzu

The Analects by Confucius

Asia and the Pacific by World Explorer

Online Sources:

[Holocaust Universal K-5 Curriculum](#)

[Holocaust Resources from the NJDOE](#)

[Read Alouds](#) provided by the Amistad Commission's Literacy Components

[Black History Month](#)

[Asian American and Pacific Islander Heritage and History in the US | NEH-Edsitement](#)

[U.S. Senate: Constitution of the United States](#)

[Declaration of Independence: A Transcription | National Archives](#)

[What Slaves are taught to think of the North](#)

[What To the Slave Is the Fourth of July? By Frederick Douglass](#)

Kids Discover: [American Revolution](#)

Discovery Education Media:

<http://www.discoveryeducation.com/> Promethean

Planet: <http://www.prometheanplanet.com/en-us/>

Brain Pop: <http://www.brainpop.com/>

The American Revolution:

http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm George

Washington's Socks (historical fiction)

NewsELA Articles

[Tolerance/Holocaust Lessons:www.scholastic.com](#)

Project Based Learning: www.ideportal.com

[Teaching Tolerance Classroom Lessons 6-8](#)

[Holocaust: A Learning Site for Students](#)

[Timeline of Events: Before 1933](#)

[Holocaust Encyclopedia](#)

[Anne Frank House](#)

[The Secret Annex](#)

[Who Betrayed Anne Frank?](#)

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Domain (Unit Title): Expansion and Reform

Cluster Summary: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

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Number	Performance Expectations

6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
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.
6.1.8.EconET.4.b	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
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.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. • 6.1.8.HistoryCC.4.d: Analyze the push-pull factor
6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Unit Essential Questions • What effects did the Industrial Revolution have on the U.S. economy? • How did Andrew Jackson's presidency affect Native Americans? • How did the belief in Manifest Destiny influence western settlement? • What were the major reform	Unit Enduring Understandings <i>Students will understand that...</i> • The Industrial Revolution transformed America from an agrarian society into an industrial society. • Andrew Jackson's policies regarding Native Americans resulted in the Trail of Tears. • America's belief in Manifest Destiny encouraged pioneers to move into western lands.
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movements of the Antebellum period? • What factors led to increases in immigration to America?	• There were major efforts to reform education, women's rights, slavery, and other issues during the Antebellum Period. • Push factors from persecution and economic problems in Europe, combined with Pull factors from vast opportunities in America led to increased immigration to America.
Unit Objectives <i>Students will know...</i> • How the United States acquired Spanish Florida. • How the building of canals and railways boosted the U.S. economy. • What factors contributed to the development of industry in the north. • What major inventions led to the growth of industry in America? • How the concept of Manifest Destiny influenced the growth of America through diplomacy, annexation, and war. • What push-pull factors led to increased immigration in 19th century America? • What changes were made in America as a result of education reform, women's rights movement, and the abolitionist movement? • New Jersey's role in the Underground Railroad and how resistance to slavery grew in the North.	Unit Objectives <i>Students will be able to...</i> • Determine the cause and effects of The U.S. sending Andrew Jackson into Spanish Florida. • Describe how the building of canals and railways boosted the U.S. economy. • List the factors that contributed to the development of industry in the North. • List the factors that caused the South to lag behind the North in industrial development. • Explain how inventions like the Cotton Gin and the interchangeable parts led to the growth of industry in America. • Map and identify lands in North America and explain how they were acquired through diplomacy, annexation, and war. • Analyze the push-pull factors that led to an increase in immigration in the 19th century. • Explain how 19th century reform efforts impacted education, women's rights, and slavery in America. • Describe New Jersey's role in the Underground Railroad and explain resistance to slavery.

Evidence of Learning

Formative Assessments

- Multiple Choice Tests
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Learning Response Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Constructive Quizzes
- Rubric
- Cooperative Learning
- Teacher Conferences
- Teacher Observation
- Journals/Writer's Notebook
- Portfolio
- Individual Whiteboards
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Literature Circles

Summative Assessments

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Reading Assessment/Running Records
- Oral Presentation
- Reflective journal

Benchmark Assessments

- AIMSWeb Testing (Fall, Winter, Spring)
- End of Unit Test or Chapter Test

Alternative Assessments

- Collaborative testing.
- Student portfolios
- Performance Tests
- Conferencing

Performance Tasks/Use of Technology**Performance Tasks**

- Classwork
- Projects

Use of Technology

- Laptops or iPads
- Smartboard
- STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs)*IEP modifications:*

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Books on tape
- Preferential seating
- Scribe for students who can't write
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

504 Plan:

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- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

English Language Learners:

- Visuals
- Gesturing
- Miming and roleplay
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- Personal word walls
- Introducing key vocabulary before lesson
- Small group instruction
- Providing a student buddy

Suggested activities for lesson plans:

Code Summary and Statutes Key		
Holocaust/Genocide - Teaching Accpetance & Tolerance	Amistad - Teaching Prejudice and Discrimination	Asian American & Pacific Islander - Teaching Acceptance and Diversity

Research an explorer giving details about the person's explorations and discoveries.
Create a circle graph that shows the amount of land claimed by England, Spain, France, and the Netherlands by 1650.
Create and label a diagram of a Renaissance invention. Create Explorer wheels.
Utilize technology presentation programs to create a slideshow of a major explorer.
Simulate the conflict in Jamestown.
Create a multimedia presentation. Virtual field trip to Jamestown.
Conduct an interview of a famous colonist. Recognize the Puritan belief system.
Write a journal account of life in Plymouth.
Discover the origin of the Town Meeting form of government. Make a model of Jamestown settlements.
Create maps to identify the location of European settlements.
Create a model of a typical colony town that shows how land was used to support its inhabitants.
Create a labeled map of the colonies.
Listen to songs sung by enslaved workers. Discover how enslaved Africans were able to keep their culture alive under difficult conditions.
Virtual field trip of Colonial Williamsburg. Create a model of a Southern plantation.
Create a multimedia presentation related to the revolution. Create a portrait of a Revolutionary Hero. Compare/Contrast loyalists and patriots.
Debate the issue of British rule vs. self-government (e.g. talk show format)
Bill of Rights
Branches of Government Tolerance

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Kids Discover: American Revolution

Discovery Education Media:

<http://www.discoveryeducation.com/> Promethean

Planet: <http://www.prometheanplanet.com/en-us/>

Brain Pop: <http://www.brainpop.com/>

The American Revolution:

http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm George

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Bay Head School
SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Grade Level: Sixth Grade

Domain (Unit Title): Causes of the Civil War

Cluster Summary:

- 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

Primary Interdisciplinary Connections:

Reading

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 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. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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- 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.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Computer Science and Design Thinking:

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 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.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
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- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
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- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Learning Targets**Social Studies Practices**

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our

	own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Number	Performance Expectations
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC5.b	Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryCC.5	Assess the role of various factors that affected the course and

.d	outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.HistoryUP.5.b:	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

Unit Essential Questions • Did the compromises that Congress made effectively address slavery and sectionalism? • How did popular sovereignty lead to violence? • What was the significance of the <i>Dred Scott</i> decision? • What role did the theory of states' rights play in the outbreak of the Civil War? • What role did the Election of 1860 play in southern secession?	Unit Enduring Understandings <i>Students will understand that...</i> • The Missouri Compromise temporarily resolved the issue of whether new states would be slave states or free states • The Compromise of 1850 addressed several issues, including slavery in the territories. • The Fugitive Slave Act required all citizens to help catch runaways, yet many Northerners refused to cooperate. • The Kansas-Nebraska Act resulted from another dispute over slavery in Congress. • Opponents of slavery from different political parties came together to form the new Republican Party. • The Supreme Court's decision in the <i>Dred Scott</i> case dealt a severe blow to anti-slavery forces and
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	further divided the country. • The Lincoln-Douglas debates placed the little known Lincoln into the national spotlight. • Fearing that President Lincoln would not protect Southern rights, first South Carolina and then other states voted to leave the Union. • The Civil War began when Confederate forces attacked Fort Sumter in South Carolina. • To what extent was the Civil War fought over the issue of slavery, as compared to the issue of states' rights.
Unit Objectives <i>Students will know...</i> • The compromises that Congress made to address slavery and sectionalism were not effective • The slavery issue was so contentious that popular sovereignty led to violence. • The <i>Dred Scott</i> decision turned many Northerners against the idea of slavery in the South. • States' rights led many states to believe that they had the right to secede from the Union. • The Election of 1860 caused southern states to secede from the nation.	Unit Objectives <i>Students will be able to...</i> • Identify the components of the Missouri Compromise and describe how it temporarily resolved the issue of slavery. • Identify the components of the Compromise of the 1850. • Analyze how the Compromise of 1850 further divided the nation over the issue of slavery, states' rights, and sectionalism. • Compare and contrast the reaction of the North and the South to the Fugitive Slave Act. • Illustrate how the Kansas-Nebraska Act led to violence • Describe how the Republican Party was formed and what groups took part in its formation. • Argue for or against the decision in the <i>Dred Scott</i> decision • Compare and contrast the reaction of the North and the South to the <i>Dred Scott</i> decision. • Dramatize the Lincoln-Douglas debates and recognize how this

	helped popularize Abraham Lincoln. • Explain how Abraham Lincoln became president. • Evaluate the decision of South Carolina and others to secede from the Union. • Describe how the attack on Fort Sumter led to the Civil War.
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Evidence of Learning	
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Alternative Assessments

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Bay Head School
SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Grade Level: Sixth Grade

Domain (Unit Title): The Civil War

Cluster Summary:

- The Civil War and Reconstruction had a lasting impact on the development of the United States.
- 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

Primary Interdisciplinary Connections:

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- NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Learning Targets

Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning

	opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Number	Performance Expectations
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC5.	Analyze critical events and battles of the Civil War from different

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

Unit Essential Questions • What were the strengths and weaknesses of the North and the South? • Why did neither the Union nor the Confederacy gain a strong advantage during the early years of the war? • What social, political, and economic changes resulted from the war? • How did the events at Gettysburg and Vicksburg change the course of the war? • What events led to the end of the war?	Unit Enduring Understandings <i>Students will understand that...</i> • The North had a distinct advantage in terms of manpower and manufacturing and it would have been hard for them to lose the war. • The war was so violent and unlike any previous war which prevented the Union or Confederacy from gaining an advantage early in the war. • The war resulted in many social, political, and economic changes in American life.
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	• The battles at Gettysburg and Vicksburg changed the course of the war in favor of the Union. • The war ended quickly due to total war and the leadership of Generals Grant and Sherman.
Unit Objectives <i>Students will know...</i> • The North and the South had many different strengths, strategies, and purposes in the Civil War. • Soldiers in the Civil War came from every region, and each expected an early victory. • The Confederates decisively won the First Battle of Bull Run. • The South won several important victories in the East during 1862, but the Union responded with a vital triumph of its own at Antietam. • President Lincoln's Emancipation Proclamation had an enormous effect in America and abroad. • The Civil War affected civilians as well as soldiers. • Many Northern and Southern women took on new responsibilities during the war. • The Civil War led to political change and strained the economies of the North and the South. • In the winter of 1862, and the spring of 1863, the South seemed to be winning the Civil War. • African Americans showed courage and skill as soldiers in the Union army. • The Battle of Gettysburg marked a turn in the war as the Union forces defeated the Confederates.	Unit Objectives <i>Students will be able to...</i> • List the advantages and disadvantages of the North and the South. • Discuss the reasons soldiers would have joined the army during the war. • Describe how the First Battle of Bull Run changed the perceptions of the outcome of the war. • Analyze Confederate victories in the East during 1862 in relation to the strengths and weaknesses of each army. • Explain why the Battle of Antietam is a turning point of the war. • Compare and contrast Northern and Southern reaction to the Emancipation Proclamation. • Examine the effects of the war on the citizenry of the North and South. • Evaluate the effect of the war on women in the North and the South. • Identify the political changes in the North and the South due to the war. • Illustrate the effect of the war on the economies of the North and the South. • Analyze Confederate victories at Fredericksburg and Chancellorsville in relation to the strengths and weaknesses of each army. • Recognize that African Americans showed courage and skill as soldiers in the Union army; specifically evaluating the 54th Massachusetts.

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| <ul style="list-style-type: none"> • After a long, bloody summer, Union forces captured major Southern strongholds, and as a result, President Lincoln won re-election. • After four years of fighting against unfavorable odds, the South finally surrendered. | <ul style="list-style-type: none"> • Analyze the Union victory at Gettysburg and describe why it is considered a turning point of the war. • Analyze the Union victory at Vicksburg describe why it is considered a turning point of the war. • Explain how and why the Gettysburg Address continues to impact American life. • Explain the concept of total war. • Identify the reasons why President Lincoln won re-election in 1864. • Describe how the Union won the war through a series of victories in 1864-1865. |
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Evidence of Learning

Formative Assessments

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|--|--|
| <ul style="list-style-type: none"> • Multiple Choice Tests • Weekly Tests • Writer's Workshop • Class Discussion • Graphic Organizers • Reading Responses • Learning Response Log • Exit Slips • Kinesthetic Assessments • Running Records • Constructive Quizzes | <ul style="list-style-type: none"> · Rubric · Cooperative Learning · Teacher Conferences · Teacher Observation · Journals/Writer's Notebook · Portfolio · Individual Whiteboards · Peer/Self Assessments · Whiteboard Assessments · Think-Pair-Share · Literature Circles |
|--|--|

Summative Assessments

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Reading Assessment/Running Records
- Oral Presentation
- Reflective journal

Benchmark Assessments

- AIMSWeb Testing (Fall, Winter, Spring)
- End of Unit Test or Chapter Test

Alternative Assessments

- Collaborative testing.
- Student portfolios
- Performance Tests
- Conferencing

Performance Tasks/Use of Technology**Performance Tasks**

- Classwork
- Projects

Use of Technology

- Laptops or iPads
- Smartboard
- STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs)

IEP modifications:

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Books on tape
- Preferential seating
- Scribe for students who can't write
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

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- Preferential seating
- Scribe for students who can't write
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Gifted and Talented:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

English Language Learners:

- Visuals
- Gesturing
- Miming and roleplay
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- Personal word walls
- Introducing key vocabulary before lesson
- Small group instruction
- Providing a student buddy

Suggested activities for lesson plans:

Code Summary and Statutes Key		
Holocaust/Genocide - Teaching Acceptance & Tolerance	Amistad - Teaching Prejudice and Discrimination	Asian American & Pacific Islander - Teaching Acceptance and Diversity

Research an explorer giving details about the person's explorations and discoveries. Create a circle graph that shows the amount of land claimed by England, Spain, France, and the Netherlands by 1650. Create and label a diagram of a Renaissance invention. Create Explorer wheels. Utilize technology presentation programs to create a slideshow of a major explorer. Simulate the conflict in Jamestown. Create a multimedia presentation. Virtual field trip to Jamestown. Conduct an interview of a famous colonist. Recognize the Puritan belief system. Write a journal account of life in Plymouth. Discover the origin of the Town Meeting form of government. Make a model of Jamestown settlements. Create maps to identify the location of European settlements. Create a model of a typical colony town that shows how land was used to support its inhabitants. Create a labeled map of the colonies. **Listen to songs sung by enslaved workers. Discover how enslaved Africans were able to keep their culture alive under difficult conditions.** Virtual field trip of Colonial Williamsburg. Create a model of a Southern plantation. Create a multimedia presentation related to the revolution. Create a portrait of a Revolutionary Hero. Compare/Contrast loyalists and patriots.

Debate the issue of British rule vs. self-government (e.g. talk show format)

Bill of Rights

Branches of Government Tolerance

Literature:

The Long Road to Gettysburg by Jim Murphy

Civil War Ghost Stories & Legends by Nancy Roberts

The American Civil War by Paul Christopher Anderson

Don't Know Much About the Civil War by Kenneth C. Davis

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The Boy in the Striped Pajamas by John Boyne

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Asia and the Pacific by World Explorer

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[Holocaust Resources from the NJDOE](#)

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[Black History Month](#)
[Asian American and Pacific Islander Heritage and History in the US | NEH-Edsitement](#)
[U.S. Senate: Constitution of the United States](#)
[Declaration of Independence: A Transcription | National Archives](#)
[What Slaves are taught to think of the North](#)
[What To the Slave is the Fourth of July? By Frederick Douglass](#)
Kids Discover: [American Revolution](#)
 Discovery Education Media:
<http://www.discoveryeducation.com/> Promethean
 Planet: <http://www.prometheanplanet.com/en-us/>
 Brain Pop: <http://www.brainpop.com/>
 The American Revolution:
http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm George
 Washington's Socks (historical fiction)
 NewsELA Articles
[Tolerance/Holocaust Lessons:www.scholastic.com](#)
 Project Based Learning: www.ideportal.com
[Teaching Tolerance Classroom Lessons 6-8](#)
[Holocaust: A Learning Site for Students](#)
[Timeline of Events: Before 1933](#)
[Holocaust Encyclopedia](#)
[Anne Frank House](#)
[The Secret Annex](#)
[Who Betrayed Anne Frank?](#)

Bay Head School
SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Grade Level: Sixth Grade

Domain (Unit Title): Reconstruction

Cluster Summary:

- This American history unit provides a means for students to understand that the Civil War and Reconstruction had a lasting impact on the development of the United States.

Primary Interdisciplinary Connections:
Reading

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 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.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing

- 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.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Computer Science and Design Thinking:

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 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.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Learning Targets

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
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Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Number	Performance Expectations

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

Unit Essential Questions • How did plans to unify the country differ after the Civil War? • What were the results of Radical Reconstruction? • In what ways did government in the Southern states change during Reconstruction?	Unit Enduring Understandings <i>Students will understand that...</i> • There were differing approaches toward unifying the country after the Civil War. • Radical Reconstruction both improved and did not improve life for African Americans in the South.
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• How did the South change politically, economically, and socially when Reconstruction ended?	• The governments in the Southern states underwent several changes due to the differing approaches to Reconstruction. • The South changed politically, economically, and socially by the end of Reconstruction.
Unit Objectives <i>Students will know...</i> • Government leaders disagreed about how Southern states could rejoin the Union. • After President Lincoln was assassinated, Andrew Johnson became president and announced his plan of "Restoration". • When Northerners realized that African Americans in the South were still being mistreated, they worked to find a way to help them. • With a veto-proof majority, Radical Republicans were able to put their version of Reconstruction into action. • As African Americans began to take part in civic life in the South, they faced resistance, including violence, from whites. • Education improved for both races in the South, but sharecropping systems limited economic opportunities for African Americans. • Democrats steadily regained control of Southern governments as support for Radical Reconstruction policies decreased. • As Reconstruction ended, true freedom for African Americans became a distant dream.	Unit Objectives <i>Students will be able to...</i> • Compare and contrast the approaches of Congress, President Lincoln, and President Johnson toward Reconstruction. • Identify the Restoration plan of President Johnson. • Analyze the effect of President Lincoln's assassination on the Reconstruction process. • Identify ways in which Northerners attempted to help African Americans in the South being mistreated after the war. • Discuss the circumstances surrounding the Radical Republicans achieving a veto-proof majority in Congress. • Identify the steps taken during Radical Reconstruction.

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Evidence of Learning

Formative Assessments

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| <ul style="list-style-type: none"> ● Multiple Choice Tests ● Weekly Tests ● Writer's Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Learning Response Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Constructive Quizzes | <ul style="list-style-type: none"> · Rubric · Cooperative Learning · Teacher Conferences · Teacher Observation · Journals/Writer's Notebook · Portfolio · Individual Whiteboards · Peer/Self Assessments · Whiteboard Assessments · Think-Pair-Share · Literature Circles |
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Summative Assessments

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- Oral Presentation
- Reflective journal

Benchmark Assessments

- AIMSWeb Testing (Fall, Winter, Spring)
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Alternative Assessments

- Collaborative testing.
- Student portfolios
- Performance Tests
- Conferencing

Performance Tasks/Use of Technology**Performance Tasks**

- Classwork
- Projects

Use of Technology

- Laptops or iPads
- Smartboard
- STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs)*IEP modifications:*

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Books on tape
- Preferential seating
- Scribe for students who can't write
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

504 Plan:

- Leveled Guided Reading Books
- Paired partner reading

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- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
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- use varied modes of pre-assessment and assessment

English Language Learners:

- Visuals
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- Miming and roleplay
- Use of realia and manipulatives
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- Personal word walls
- Introducing key vocabulary before lesson
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Suggested activities for lesson plans:

Code Summary and Statutes Key		
Holocaust/Genocide - Teaching Acceptance & Tolerance	Amistad - Teaching Prejudice and Discrimination	Asian American & Pacific Islander - Teaching Acceptance and Diversity

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Create a circle graph that shows the amount of land claimed by England, Spain, France, and the Netherlands by 1650.
Create and label a diagram of a Renaissance invention. Create Explorer wheels.
Utilize technology presentation programs to create a slideshow of a major explorer.
Simulate the conflict in Jamestown.
Create a multimedia presentation. Virtual field trip to Jamestown.
Conduct an interview of a famous colonist. Recognize the Puritan belief system.
Write a journal account of life in Plymouth.
Discover the origin of the Town Meeting form of government. Make a model of Jamestown settlements.
Create maps to identify the location of European settlements.
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Debate the issue of British rule vs. self-government (e.g. talk show format)
Bill of Rights
Branches of Government
Tolerance

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[U.S. Senate: Constitution of the United States](#)

[Declaration of Independence: A Transcription | National Archives](#)

[What Slaves are taught to think of the North](#)

[What To the Slave is the Fourth of July? By Frederick Douglass](#)

Kids Discover: American Revolution

Discovery Education Media:

<http://www.discoveryeducation.com/> Promethean

Planet: <http://www.prometheanplanet.com/en-us/>

Brain Pop: <http://www.brainpop.com/>

The American Revolution:

http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm George

Washington's Socks (historical fiction)

NewsELA Articles

[Tolerance/Holocaust Lessons: www.scholastic.com](http://www.scholastic.com)

Project Based Learning: www.ideportal.com

[Teaching Tolerance Classroom Lessons 6-8](#)

[Holocaust: A Learning Site for Students](#)

[Timeline of Events: Before 1933](#)

[Holocaust Encyclopedia](#)

[Anne Frank House](#)

[The Secret Annex](#)

[Who Betrayed Anne Frank?](#)