



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Social Studies
Grade Span: Grade 6
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Approval date: August 2022

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COURSE OVERVIEW

Description		
<p>This course, taken as a full-year of instruction in 6th grade, serves the dual purpose of developing well-informed citizens while simultaneously building a lasting understanding of America’s founding. The course aims to provide an overview of America’s early history. from Revolution to Expansion, while building connections with civic duties and responsibilities.</p>		
Goals		
<ul style="list-style-type: none"> ● Equip students with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. ● Guide our community of learners to fulfill the roles of well-informed citizens of our democratic society and local community ● Explore the key concepts and foundational ideas on which our government was established ● Trace the founding and expansion of our nation’s early history ● Assess how we have lived up to our democratic ideals ● Draw connections to the progress and reform efforts that have continued to impact the development of modern civil society ● Engage in the analysis of multiple perspectives and viewpoints as it relates to discussions about the world, nation, and local community 		
Scope and Sequence		
Unit	Topic	Length
1	World Geography/Conflicting Claims in North America	September
2	Colonies Unite / Road to Revolution	October
3	American Revolution	October/November
4	Foundations of Government	December
5	Foundational Documents	January
6	A More Perfect Union	February/March
7	Active Citizenship	March/April
8	Growth & Expansion	April
9	Civil War & Reconstruction	May/June
Resources		
<p>Core Text: United States History Techbook</p> <p>Suggested Resources: “We the People: The Citizen and the Constitution,” iCivics, Discovery Streaming Content</p>		

UNIT 1: World Geography / Conflicting Claims in North America

Summary and Rationale	
<p>In this unit, students will examine world geography in combination with the impact of competing colonial land claims in North America. Students will examine the physical and human interconnection of the world from a historical and modern perspective. Students will investigate how history is shaped by geography, particularly during the pre-Revolutionary War era, to ultimately better understand the world they see today.</p>	
Recommended Pacing	
September	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
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.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives
Instructional Focus	
Unit Enduring Understandings	
Both the physical characteristics and human inhabitants of regions change over time. Regional geographic differences can result in social, economic and political differences.	
Unit Essential Questions	
How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface. ● Global changes in population distribution patterns affect changes in land use in particular places. ● Relationships between humans and environments impact spatial patterns of settlement and movement. 	

- The environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- The studies of history and geography are directly connected.

Students will be able to:

- Analyze and interpret an array of geographical resources
- Interpret the geographical and historical consequences of the Seven Years War
- Compare and contrast the similarities and differences between the colonial regions.
- Examine how geography and economics impacted colonization

Resources

Core Text: United States History
Techbook
Suggested Resources: Discovery
Streaming Content

UNIT 2: Colonies Unite / Road to Revolution

Summary and Rationale

In this unit, students will trace the sequence of events that ultimately led to the American Revolution. Students will analyze the impact of the Seven Years War and examine its impact on the causes of colonial protests. Students will examine post-conflict legislation and economic policy that ultimately brings about the monumental shift of colonial sentiment linked to such events as the Stamp Act Protest, Boston Tea Party, Boston Massacre, etc.

Recommended Pacing

October

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
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.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.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Instructional Focus

<p>Unit Enduring Understandings</p>
<ul style="list-style-type: none"> • Historical events may have single, multiple, and direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. • Chronological sequencing helps us understand the interrelationship of historical events.
<p>Unit Essential Questions</p>
<ul style="list-style-type: none"> • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
<p>Objectives</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • Interactions between people may lead to conflicts based competition for resources, ideological differences, and/or political and economic division • The origins of revolutionary change in early United States history • The political, geographical, and economic impact of imperial policies <p>Students will be able to:</p> <ul style="list-style-type: none"> • Assess the impact of global conflict from various perspectives • Trace the sequence of the American Revolution • Compare and contrast imperial economic policy in the colonial era • Make connections between the past and present • Draw conclusions about the causes of revolution
<p>Resources</p>
<p>Core Text: United States History Techbook</p> <p>Suggested Resources: Discovery Streaming Content</p>

UNIT 3: American Revolution

Summary and Rationale	
<p>In this unit, students will examine the American Revolution, from its commencement to its conclusion. Throughout their analysis, students will be immersed in the study of the conflict from numerous perspectives of those involved. Students will be equipped with the skills and knowledge to draw connections between the start of the conflict to the birth of a new nation.</p>	
Recommended Pacing	
October/November	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
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.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy
6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Examining historical sources may answer questions but may also lead to more questions • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments • Historical contexts and events shaped and continue to shape people's perspectives. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? 	

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Objectives

Students will know:

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies
- Conflict can lead to political, economic, technological and geographical shifts
- The historical context of the American Revolution consists of diverse perspectives and experiences

Students will be able to:

- Examine and explain alternative perspectives of the American Revolution across a variety of sources
- Synthesize and analyze multiple historical sources about the American Revolution
- Analyze from multiple perspectives how the events and effects of the revolution impacted individual lives, the nation, and the global landscape
- Assess the personal, economic, geographic, and political impact of the American Revolution

Resources

Core Text: United States History

Techbook

Suggested Resources: Discovery

Streaming Content

UNIT 4: Civics: Foundational Concepts and Principles

Summary and Rationale

This framework is designed to help guide the development of a middle school civics course that each board of education must provide beginning in the 2022-2023 school year, along with the new Student Learning Standards for Social Studies. The legislation provides that the course shall address: "the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society." The course of study must include "a minimum of two quarters of instruction, or the equivalent."

The framework offers a coherent scope and sequence focused on the core values and principles of democracy, the structure and limits of the American democratic republic as set forth in our founding documents, an assessment of how well we've met our democratic ideals, and the role of the citizen in a democratic society. It is structured in the format of big inquiry questions about both content—including concepts such as consent of the government, the rule of law, civic virtue, the common good, justice, equality and diversity—and practices, such as evaluating sources, seeking diverse perspectives, engaging in civil discourse and taking informed action. Suggested lessons, classroom activities and links to resources will be added to the framework.

Recommended Pacing

2nd Marking Period

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Instructional Focus

Unit Enduring Understandings

- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- The Enlightenment thought influenced the development of the United States Constant struggle to achieve democracy has existed throughout the world and history.
- The Declaration of Independence not only serves as a document stating America's desire to break away from Britain, but as a lasting symbol of freedom for all Americans.
- There are many different forms of government that government may take.
- Some forms of government, such as dictatorships, are based solely on power.

- The legitimacy of a government is based on consent of the governed, the rule of law and the protection of human rights.
- Democratic governments work to balance social order and the protection of individual rights

Unit Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How might social philosophy develop the ideals of a nation?
- Why do we need a government?
- What American Ideals are the basis for the American social contract (the Constitution)?

Objectives

Students will know:

- All citizens are endowed inalienable rights that must be protected.
- A government is required to ensure the safety and prosperity of citizens.
- Social contracts occur in both written and oral forms, and can be affected by changes in society.

Students will be able to:

- Identify the basic definition and rights of a citizen
- Analyze the role and place of a citizen within a civil society.
- Develop an opinion as to if/how a government promotes the protection of the “common good”.
- Identify the balance between protection of individual rights and social order.

Resources

Core Text: We the People: The Citizen & the Constitution: Middle Grades

Suggested Resources: New Jersey Center for Civic Education- <https://civiced.rutgers.edu/civics/middle-school-civics>

New Jersey History and Government Lessons- New Jersey Center for Civic Education- <https://civiced.rutgers.edu/nj-lessons>

Suggested Practices for Social Studies: <https://civiced.rutgers.edu/resources/suggested-practices>

Differentiation for Middle School Social Studies- <https://civiced.rutgers.edu/documents/civics/middle-school-civics/104-differentiation-for-middle-school-social-studies>

Resource List from the Curriculum Guide for Middle School Civics-

<https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics/file>

Primary and secondary source documents as selected by the teacher.

UNIT 5: Civics: Foundational Documents

Summary and Rationale	
<p>This framework is designed to help guide the development of a middle school civics course that each board of education must provide beginning in the 2022-2023 school year, along with the new Student Learning Standards for Social Studies. The legislation provides that the course shall address: "the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society." The course of study must include "a minimum of two quarters of instruction, or the equivalent."</p> <p>The framework offers a coherent scope and sequence focused on the core values and principles of democracy, the structure and limits of the American democratic republic as set forth in our founding documents, an assessment of how well we've met our democratic ideals, and the role of the citizen in a democratic society. It is structured in the format of big inquiry questions about both content—including concepts such as consent of the government, the rule of law, civic virtue, the common good, justice, equality and diversity—and practices, such as evaluating sources, seeking diverse perspectives, engaging in civil discourse and taking informed action.</p>	
Recommended Pacing	
2nd Marking Period	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy
6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.CivicsPI3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.Civics.PD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Primary source documents, especially those utilized through the American Declaration of Independence, are important to analyze for context. • The United States has had differing thoughts with regards to the role of state vs. national government. • Compromise is key to ensure a working structure to serve citizens. • The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights. 	

- Debates about individual rights, states' rights, and federal power shaped the development of the political and economic institutions and practices of the new Republic.
- The guarantees in the Bill of Rights reflect the nation's commitment to personal freedom and to the principle of limited government.

Unit Essential Questions

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What constitutes a foundational document for a democracy?

Objectives

Students will know:

- American documents of government are inspired by various historical documents from other countries.
- Philosophy and ideology of the times has an effect on the perception/evolution of American documents.
- The written documentation of the rights of a citizen is important in a civil society.

Students will be able to:

- Examine a variety of historical documents that have aided in the formation of American documents.
- Discuss the reasoning for the selection, curation, and interpretation of documents that inspired American government and governmental documents.
- Understand the value of compromise as to attempting to secure the rights of citizens.
- Assess the personal, economic, geographic, and political impact of our foundational documents.

Resources

Core Text: [We the People: The Citizen & the Constitution: Middle Grades](#)

Suggested Resources: New Jersey Center for Civic Education- <https://civiced.rutgers.edu/civics/middle-school-civics>

New Jersey History and Government Lessons- New Jersey Center for Civic Education- <https://civiced.rutgers.edu/nj-lessons>

Suggested Practices for Social Studies: <https://civiced.rutgers.edu/resources/suggested-practices>

Differentiation for Middle School Social Studies- <https://civiced.rutgers.edu/documents/civics/middle-school-civics/104-differentiation-for-middle-school-social-studies>

Resource List from the Curriculum Guide for Middle School Civics- <https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics/file>

Primary and secondary source documents as selected by teacher.

UNIT 6: Civics: The Constitution, American Ideals, and the American Experience

Summary and Rationale	
<p>This framework is designed to help guide the development of a middle school civics course that each board of education must provide beginning in the 2022-2023 school year, along with the new Student Learning Standards for Social Studies. The legislation provides that the course shall address: "the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society." The course of study must include "a minimum of two quarters of instruction, or the equivalent."</p> <p>The framework offers a coherent scope and sequence focused on the core values and principles of democracy, the structure and limits of the American democratic republic as set forth in our founding documents, an assessment of how well we've met our democratic ideals, and the role of the citizen in a democratic society. It is structured in the format of big inquiry questions about both content—including concepts such as consent of the government, the rule of law, civic virtue, the common good, justice, equality and diversity—and practices, such as evaluating sources, seeking diverse perspectives, engaging in civil discourse and taking informed action.</p>	
Recommended Pacing	
3rd Marking Period	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.Civics PI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.Civics PI.3.b and 6.3.8.Civics PR.2:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.Civics DP.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.Civics HR.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.Civics HR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States
6.1.8.Civics HR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals
6.1.8.Civics HR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery and other issues during the Antebellum period.
6.3.8.Civics DP.2	Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions)

6.3.8.Civics DP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government
6.1.8.Civics DP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
6.1.8.History UP.5.a	Analyze the effectiveness of the 13th , 14th and 15th Amendments to the United State Constitution from multiple perspectives
6.3.8.Civics PR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality)
6.3.8.Civics PR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Instructional Focus

Unit Enduring Understandings

- One of the great successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the “consent of the governed”. A founding generation drafted a Constitution that joined political ideas and practical experience, making real what had previously only been a theory.
- The Constitution addressed many of the deficiencies of the Articles of Confederation.
- The right to vote, initially granted to a limited segment of the population, has gradually been extended to different groups enhancing the concept of “the consent of the governed”.
- Ensuring the right to vote is an essential component of a successful democracy.
- The desire for “fairness” or “justice” is a primary reason why people are willing to create a government. These concepts are difficult to precisely define. The Constitution and state constitutions establish a court system to help decide questions of justice.

Unit Essential Questions

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What is justice or fairness?
- How well has the U.S. balanced the need for order and the protection of individual rights?
- How can we best balance individual rights and the general welfare when these important concepts are in conflict?

Objectives

Students will know:

- The Bill of Rights and the Constitution serve as living documents that are open to change as the needs of the people dictate.
- The rights of all citizens to be free, have citizenship, and participate in the democratic process is ensured in the Constitution.

- Balance is needed between those who govern and those who are governed.
- State and local governments ensure rights not covered in the Constitution or Bill of Rights.

Students will be able to:

- Participate and relate to a variety of practices in government.
- Identify the existence of social contracts in a civil society.
- Explain the importance of maintaining civil rights and liberties based on government.

Resources

Core Text: We the People: The Citizen & the Constitution: Middle Grades

Suggested Resources: New Jersey Center for Civic Education- <https://civiced.rutgers.edu/civics/middle-school-civics>

New Jersey History and Government Lessons- New Jersey Center for Civic Education- <https://civiced.rutgers.edu/nj-lessons>

Suggested Practices for Social Studies: <https://civiced.rutgers.edu/resources/suggested-practices>

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Resource List from the Curriculum Guide for Middle School Civics- <https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics/file>

Primary and secondary source documents as selected by the teacher.

UNIT 7: Civics: The Role of the Citizen in a Democratic Society

Summary and Rationale	
<p>This framework is designed to help guide the development of a middle school civics course that each board of education must provide beginning in the 2022-2023 school year, along with the new Student Learning Standards for Social Studies. The legislation provides that the course shall address: "the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society." The course of study must include "a minimum of two quarters of instruction, or the equivalent."</p> <p>The framework offers a coherent scope and sequence focused on the core values and principles of democracy, the structure and limits of the American democratic republic as set forth in our founding documents, an assessment of how well we've met our democratic ideals, and the role of the citizen in a democratic society. It is structured in the format of big inquiry questions about both content—including concepts such as consent of the government, the rule of law, civic virtue, the common good, justice, equality and diversity—and practices, such as evaluating sources, seeking diverse perspectives, engaging in civil discourse and taking informed action.</p>	
Recommended Pacing	
3rd Marking Period	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.Civics PI.3.c:	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts
6.3.8.Civics PR.7	Compare how ideas become laws at the local, state and national level
6.3.8.Civics PI.4:	Investigate the role of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from it
6.3.8.Civics PD.1:	Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion
6.3.8.Civics PD.2:	Propose and defend a position regarding a public policy issue at the appropriate local, state or national level
6.3.8.Civics DP.1	Identify an issue of inequality, develop multiple solutions and communicate the best one to an appropriate government body
6.3.8.Civics PR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change
6.3.8.Civics PR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy

6.3.8.Civics PR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
6.3.8.Civics PD.3:	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints and willing to take action on public issues

Instructional Focus

Unit Enduring Understandings

- Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection.
- Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn.
- Citizens have additional rights and responsibilities that non-citizens do not possess.
- State government includes three branches--executive, legislative and judicial--with separate powers and checks and balances.
- Decisions made by local and state governments have an enormous impact on our lives.
- Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills.
- Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government.
- Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change

Unit Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- What is a “citizenship”?
- What is the value of civic engagement?
- What are the skills necessary for influencing public policy?
- What kinds of issues are appropriate for government action, and at what level?

Objectives

Students will know:

- Citizenship allows for an active participation in local, state, and national government.
- Citizens have the ability to influence public policy.
- Democracy allows for every citizen to have an active voice in a civil society.

Students will be able to:

- Examine the roles and responsibilities of a citizen.
- Cite areas where civil action may be necessary in order to protect civil rights.

- Analyze from multiple perspectives how past events have shaped the modern definition of a citizen.
- Assess what level of government is appropriate for solving problems and issues.

Resources

Core Text: We the People: The Citizen & the Constitution: Middle Grades

Suggested Resources: New Jersey Center for Civic Education- <https://civiced.rutgers.edu/civics/middle-school-civics>

New Jersey History and Government Lessons- New Jersey Center for Civic Education- <https://civiced.rutgers.edu/nj-lessons>

Suggested Practices for Social Studies: <https://civiced.rutgers.edu/resources/suggested-practices>

Differentiation for Middle School Social Studies- <https://civiced.rutgers.edu/documents/civics/middle-school-civics/104-differentiation-for-middle-school-social-studies>

Resource List from the Curriculum Guide for Middle School Civics- <https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics/file>

Primary and secondary source documents as selected by the teacher.

UNIT 8: Growth and Expansion

Summary and Rationale

In this unit, students will examine the era of America’s territorial expansion westward. Throughout their study, students will focus on the political, economic, technological and geographic shifts that unfolded as the country grew in overall size and population. Furthermore, students will analyze how these shifts resulted in regional tension that splintered the nation.

Recommended Pacing

April

State Standards

Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
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.EconNE.4.b:	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
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.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war
6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface. • Economic decision making involves setting goals and identifying the resources available to achieve those goals. • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function? • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? 	
Objectives	

Students will know:

- Multiple political, social, and economic factors caused American territorial expansion
- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

Students will be able to:

- Evaluate the impact of economic and technological progress and innovation from a variety of perspectives
- Interpret the concept of Manifest Destiny and its role in post-Revolution foreign and domestic political, economic, and geographic shifts
- Examine foreign and domestic policy changes and reforms during the age of expansion and reform
- Illustrate territorial changes to the nation and their overall global impact
- Analyze Westward Expansion and its impact from a variety of different perspectives and sources

Resources

Core Text: United States History

Techbook

Suggested Resources: Discovery

Streaming Content

UNIT 9: Civil War & Reconstruction

Summary and Rationale

In this unit, students will explore the Civil War and Reconstruction Era. Students will work to understand the major events, causes, effects, and historical figures that highlight this period of American history. Students will also analyze and interpret historical sources from various historical perspectives that shape both of these historical periods. In sum, students should be equipped with skills and knowledge geared towards a better understanding of an extremely consequential period of our nation's history.

Recommended Pacing

May/June

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
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.

Instructional Focus

Unit Enduring Understandings

- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical contexts and events shaped and continue to shape people’s perspectives.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Unit Essential Questions

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Objectives

Students will know:

- 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 Civil War was caused by ideological, economic, and political differences about the future course of the nation
- Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Students will be able to:

- Examine the causes and outcomes of the Civil War from a economic, political, historical, and geographical perspectives
- Trace the connections between major battles, themes, personalities, and events that shaped the Civil War
- Analyze and interpret historical texts and sources related to the Civil War and Reconstruction Era (Emancipation Proclamation, Gettysburg Address, etc.)
- Compare and contrast the causes and effects of the Civil War and Reconstruction periods from multiple roles and perspectives
- Assess the impact of Reconstruction era policies and legislation

Resources

Core Text: United States History

Techbook

Suggested Resources: Discovery

Streaming Content