

**Focus Topic: 6.1 – History: America in the World**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
<ul style="list-style-type: none"> <li>TSW compare/contrast forms of family structures among various groups</li> </ul>	6.1.8.A.1.a	- What part did our early founders play in the creation of our government?	<ul style="list-style-type: none"> <li>Conflict is omnipresent</li> </ul>	Ongoing observation & questioning during class discussions
<ul style="list-style-type: none"> <li>TSW determine the roles of religious freedom and participatory government in various North American colonies</li> </ul>	6.1.8.A.2.a	- What is conflict?	<ul style="list-style-type: none"> <li>There are gains and losses in war</li> </ul>	Performance tasks
<ul style="list-style-type: none"> <li>TSW explain how and why early government structures developed</li> </ul>	6.1.8.A.2.b	- What role did trade have in our history?	<ul style="list-style-type: none"> <li>The United States is a cultural melding pot</li> </ul>	Self-Assessment
<ul style="list-style-type: none"> <li>TSW determine the impact of these early structures on the evolution of American politics and institutions</li> </ul>	6.1.8.A.2.b	- What impact does trade have currently?		Literature Connections
<ul style="list-style-type: none"> <li>TSW explain how race, gender, and status affected social, economic, and political opportunities during Colonial times</li> </ul>	6.1.8.A.2.c	- What have innovations and technology contributed to history?		Multiple Choice
<ul style="list-style-type: none"> <li>TSW examine the ideals found in the Declaration of Independence</li> </ul>	6.1.8.A.3.a	- What is learned and gained from war?		Real Life Connections
<ul style="list-style-type: none"> <li>TSW assess the extent to which the above ideals were fulfilled for women, African Americans, and Native Americans during this time period</li> </ul>	6.1.8.A.3.a			Reflective Writings
<ul style="list-style-type: none"> <li>TSW evaluate the effectiveness of the fundamental principles of the Constitution (i.e. checks and balances and individual rights) in establishing a federal government that allows for growth and change over time</li> </ul>	6.1.8.A.3.b			
<ul style="list-style-type: none"> <li>TSW determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights</li> </ul>	6.1.8.A.3.c			
<ul style="list-style-type: none"> <li>TSW evaluate the impact of the Constitution and Bill of Rights on current day issues</li> </ul>	6.1.8.A.3.g			
<ul style="list-style-type: none"> <li>TSW explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements</li> </ul>	6.1.8.A.4.a			

<ul style="list-style-type: none"> <li>• TSW explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life</li> </ul>	6.1.8.A.5.a			
<ul style="list-style-type: none"> <li>• TSW describe migration and settlement patterns of Native American groups</li> </ul>	6.1.8.B.1.a			
<ul style="list-style-type: none"> <li>• TSW explain how these patterns affected interactions in different regions of the Western Hemisphere</li> </ul>	6.1.8.B.1.a			
<ul style="list-style-type: none"> <li>• TSW analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes</li> </ul>	6.1.8.B.1.b			
<ul style="list-style-type: none"> <li>• TSW determine factors that impacted emigration, settlement patterns, and regional identities of the colonies</li> </ul>	6.1.8.B.2.a			
<ul style="list-style-type: none"> <li>• TSW compare/contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World</li> </ul>	6.1.8.B.2.b			
<ul style="list-style-type: none"> <li>• TSW assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies</li> </ul>	6.1.8.B.3.a			
<ul style="list-style-type: none"> <li>• TSW determine the extent to which the geography of the United States influenced the debate on representation in Congress by examining the New Jersey and Virginia plans</li> </ul>	6.1.8.B.3.b			
<ul style="list-style-type: none"> <li>• TSW use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War</li> </ul>	6.1.8.B.3.c			
<ul style="list-style-type: none"> <li>• TSW explain why New Jersey's location played an integral role in the American Revolution</li> </ul>	6.1.8.B.3.d			
<ul style="list-style-type: none"> <li>• TSW assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States</li> </ul>	6.1.8.B.4.a			
<ul style="list-style-type: none"> <li>• TSW map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans</li> </ul>	6.1.8.B.4.b			

<ul style="list-style-type: none"> <li>• TSW determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War</li> </ul>	6.1.8.B.5.a			
<ul style="list-style-type: none"> <li>• TSW evaluate the impact of science, religion, and technology innovations on European exploration</li> </ul>	6.1.8.C.1.a			
<ul style="list-style-type: none"> <li>• TSW explain why individuals and societies trade, how trade functions, and the role of trade during this period</li> </ul>	6.1.8.C.1.b			
<ul style="list-style-type: none"> <li>• TSW relate slavery and indentured servitude to Colonial labor systems</li> </ul>	6.1.8.C.2.a			
<ul style="list-style-type: none"> <li>• TSW explain the system of mercantilism and its impact on the economies of the colonies and European countries</li> </ul>	6.1.8.C.2.b			
<ul style="list-style-type: none"> <li>• TSW analyze the impact of triangular trade on multiple nations and groups</li> </ul>	6.1.8.C.2.c			
<ul style="list-style-type: none"> <li>• TSW explain how taxes and government regulation can affect economic opportunities</li> </ul>	6.1.8.C.3.a			
<ul style="list-style-type: none"> <li>• TSW assess the impact of these on relations between Britain and its North American colonies</li> </ul>	6.1.8.C.3.a			
<ul style="list-style-type: none"> <li>• TSW evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country</li> </ul>	6.1.8.C.3.c			
<ul style="list-style-type: none"> <li>• TSW analyze the debates involving the uniform currency and tariffs</li> </ul>	6.1.8.C.4.a			
<ul style="list-style-type: none"> <li>• TSW determine the extent to which uniform currency met the economic challenges facing the new nation</li> </ul>	6.1.8.C.4.a			
<ul style="list-style-type: none"> <li>• TSW explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation</li> </ul>	6.1.8.C.4.b			
<ul style="list-style-type: none"> <li>• TSW analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted</li> </ul>	6.1.8.C.4.c			
<ul style="list-style-type: none"> <li>• TSW assess the human and material costs of the Civil War in the North and South</li> </ul>	6.1.8.C.5.a			
<ul style="list-style-type: none"> <li>• TSW analyze the economic impact of Reconstruction on the South from different perspectives</li> </ul>	6.1.8.C.5.b			

<ul style="list-style-type: none"> <li>• TSW compare/contrast gender roles, religion, values, cultural practices, and political systems of Native American groups</li> </ul>	6.1.8.D.1.a			
<ul style="list-style-type: none"> <li>• TSW explain how interactions among African, European, and Native American groups began a cultural transformation</li> </ul>	6.1.8.D.1.b			
<ul style="list-style-type: none"> <li>• TSW analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas</li> </ul>	6.1.8.D.2.a			
<ul style="list-style-type: none"> <li>• TSW compare/contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed</li> </ul>	6.1.8.D.2.b			
<ul style="list-style-type: none"> <li>• TSW 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</li> </ul>	6.1.8.D.3.a			
<ul style="list-style-type: none"> <li>• TSW explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy</li> </ul>	6.1.8.D.3.b			
<ul style="list-style-type: none"> <li>• TSW analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States</li> </ul>	6.1.8.D.3.c			
<ul style="list-style-type: none"> <li>• TSW analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution</li> </ul>	6.1.8.D.3.d			
<ul style="list-style-type: none"> <li>• TSW 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</li> </ul>	6.1.8.D.3.e			
<ul style="list-style-type: none"> <li>• TSW analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America</li> </ul>	6.1.8.D.3.f			

<ul style="list-style-type: none"> <li>• TSW evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution</li> </ul>	6.1.8.D.3.g			
<ul style="list-style-type: none"> <li>• TSW explain the growing resistance to slavery and New Jersey's role in the Underground Railroad</li> </ul>	6.1.8.D.4.c			
<ul style="list-style-type: none"> <li>• TSW prioritize the causes and events that led to the Civil War from different perspectives</li> </ul>	6.1.8.D.5.a			
<ul style="list-style-type: none"> <li>• TSW analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war</li> </ul>	6.1.8.D.5.b			
<ul style="list-style-type: none"> <li>• TSW examine the roles of women, African Americans, and Native Americans in the Civil War</li> </ul>	6.1.8.D.5.c			

**Focus Topic: 6.2 – World History / Global Studies**

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
<ul style="list-style-type: none"> <li>• TSW compare/contrast the social organization of early hunters/gatherers and those who lived in early societies</li> </ul>	6.2.8.A.1.a	- What is a society? Civilization?	<ul style="list-style-type: none"> <li>• Early history is influential</li> </ul>	Ongoing observation & questioning during class discussions
<ul style="list-style-type: none"> <li>• TSW compare/contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system</li> </ul>	6.2.8.A.3.e			Performance tasks Learning Connections

**Focus Topic: 6.3 – Active Citizenship in the 21<sup>st</sup> Century**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
<ul style="list-style-type: none"> <li>• TSW deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion</li> </ul>	6.3.8.A.1	<ul style="list-style-type: none"> <li>- Why be involved in school or community issues?</li> </ul>	<ul style="list-style-type: none"> <li>• Local issues have an impact on the members of its community</li> </ul>	Ongoing observation & questioning during class discussions
<ul style="list-style-type: none"> <li>• TSW participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</li> </ul>	6.3.8.A.2	<ul style="list-style-type: none"> <li>- What are your local issues and the public's concerns?</li> </ul>		Performance tasks
<ul style="list-style-type: none"> <li>• TSW collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education</li> </ul>	6.3.8.A.3	<ul style="list-style-type: none"> <li>- How do current environmental issues impact your community?</li> </ul>		Self-Assessment
<ul style="list-style-type: none"> <li>• TSW contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities</li> </ul>	6.3.8.C.1			Real Life Connections
<ul style="list-style-type: none"> <li>• TSW 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</li> </ul>	6.3.8.D.1			