

Focus Topic: 6.1 – History: America in the World

TSW = The Student Will

| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
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| <ul style="list-style-type: none"> TSW explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions | 6.1.8.A.2.b | - How effective is the current government? | <ul style="list-style-type: none"> The fundamental principles of the United States Constitution serve as the foundation of the United States government today | Ongoing observation & questioning during class discussions |
| <ul style="list-style-type: none"> TSW 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) in establishing a federal government that allows for growth and change over time | 6.1.8.A.3.b | - What is the impact of early government decisions? | <ul style="list-style-type: none"> Early government structures determined the evolution of politics | Performance tasks |
| <ul style="list-style-type: none"> TSW determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights | 6.1.8.A.3.c | - What is the role of political parties? | | Self-Assessment |
| <ul style="list-style-type: none"> TSW compare/contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government | 6.1.8.A.3.d | - What impact has American government had on relationships with other countries | | Literature Connections |
| <ul style="list-style-type: none"> TSW determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties | 6.1.8.A.3.e | | | Multiple Choice |
| <ul style="list-style-type: none"> TSW 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.A.3.f | | | Reflective Writing |
| <ul style="list-style-type: none"> TSW evaluate the impact of the Constitution and Bill of Rights on current day issues | 6.1.8.A.3.g | | | Real Life Connections |
| <ul style="list-style-type: none"> TSW explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements | 6.1.8.A.4.a | | | |
| <ul style="list-style-type: none"> TSW analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war | 6.1.8.A.4.b | | | |
| <ul style="list-style-type: none"> TSW assess the extent to which voting rights were expanded during the Jacksonian period | 6.1.8.A.4.c | | | |

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| <ul style="list-style-type: none"> • TSW explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life | 6.1.8.A.5.a | | | |
| <ul style="list-style-type: none"> • TSW compare/contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South | 6.1.8.A.5.b | | | |
| <ul style="list-style-type: none"> • TSW explain how taxes and government regulation can affect economic opportunities | 6.1.8.C.3.a | | | |
| <ul style="list-style-type: none"> • TSW summarize the effect of inflation and debt on the American people and the response of state and national governments during this time | 6.1.8.C.3.b | | | |
| <ul style="list-style-type: none"> • TSW 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.C.4.a | | | |
| <ul style="list-style-type: none"> • TSW explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation | 6.1.8.C.4.b | | | |
| <ul style="list-style-type: none"> • TSW analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted | 6.1.8.C.4.c | | | |
| <ul style="list-style-type: none"> • 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 | 6.1.8.D.3.g | | | |
| <ul style="list-style-type: none"> • TSW analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted | 6.1.8.D.4.a | | | |
| <ul style="list-style-type: none"> • TSW explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period | 6.1.8.D.4.b | | | |
| <ul style="list-style-type: none"> • TSW analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives | 6.1.8.D.5.d | | | |

Focus Topic: 6.2 – World History / Global Studies

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| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
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| <ul style="list-style-type: none"> • TSW compare/contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies | 6.2.8.A.1.a | - How does a social organization impact a civilization? | <ul style="list-style-type: none"> • Ancient civilizations created centralized systems of government and advanced societies | Ongoing observation & questioning during class discussions |
| <ul style="list-style-type: none"> • 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 | 6.2.8.A.3.e | | | Performance tasks |

Focus Topic: 6.3 – Active Citizenship in the 21st Century

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| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
|--|------------------|--|--|--|
| <ul style="list-style-type: none"> • TSW deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion | 6.3.8.A.1 | - How are public issues handled internationally? | <ul style="list-style-type: none"> • Listens open-mindedly to views contrary to your own | Ongoing observation & questioning during class discussions |
| <ul style="list-style-type: none"> • 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). | 6.3.8.A.2 | What is the democratic process? | <ul style="list-style-type: none"> • Collaboration helps develop strategies for managing and resolving conflict | Performance tasks |
| <ul style="list-style-type: none"> • TSW collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education | 6.2.8.A.3 | | | Self-Assessment |
| <ul style="list-style-type: none"> • TSW evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action | 6.3.8.B.1 | | | |

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| <ul style="list-style-type: none"> • TSW contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities | 6.3.8.C.1 | | | |
| <ul style="list-style-type: none"> • 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 | 6.3.8.D.1 | | | |