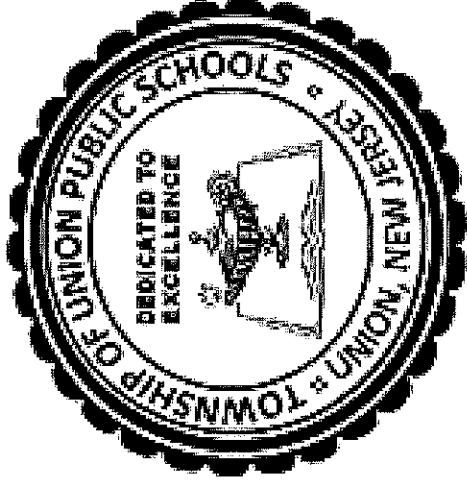


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Business and Personal Law
Curriculum Guide
June 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This class will prepare students to be productive members of an ever-changing society. They will learn essential life skills that will enable them to be successful in a global economy.

This is a half year course designed for 9th grade to 12th grade students who have an interest in Business Law. Virtually every aspect of an individual's life is affected by business and/or personal law. This course begins with the fundamental principles of law in general and how our local, state, and federal court systems operate.

Students will acquire basic knowledge regarding a multitude of areas which fall under the vast umbrella of Business and Personal Law. Students can expand on this knowledge base as they further their studies in the field of law as well as business related studies.

Major topics covered will include the following: ethics and the law; contracts; personal property and juvenile justice; problems in society; tort and criminal law.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Recommended Resources

Adamson, John E, and Amanda Morrison. Law for Business and Personal Use 19e. South-Western/Cengage Learning 2012.

www.cengage.com/school/blaw/law

www.americanbar.org/groups/business_law.html

www.study.com/academy/lesson/what-is-business-law-definition-overview.html

<https://www.legalzoom.com/articles/business-law>

<https://www.nytimes.com/section/business>

www.cnn.com

www.foxnews.com

Curriculum Units

Unit 1: Law, Justice, and You

- Chapters 1-5

Unit 2: Contract Law

- Chapters 6-8

Pacing Guide –

<u>Content</u>	Number of Days
Unit 1: Law, Justice, and You	48
• Chapter 1	10
• Chapter 2	10
• Chapter 3	10
• Chapter 4	8
• Chapter 5	10
Unit 2: Contract Law	42
• Chapter 6	12
• Chapter 7	12
• Chapter 8	12
• Final Exam Review	6

New Jersey Student Learning Standards

21st Century Life and Careers

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit 1

Unit 1: This unit provides the students with a foundation of knowledge necessary to the understanding of our legal system. Mastery of these topics will provide a framework enabling the interrelation and assimilation of the more complex topics to follow.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are the differences between criminal and civil law? • How are ethics reflected in laws? • How does the US Constitution address and protect citizen's civil rights? • What constitutional issues are involved in the use of electronic communications? • How can disputes be resolved without going to court? • What crimes affect business? 	<ul style="list-style-type: none"> • Describe the differences between common and positive law • Define ethics • Discuss ways in which ethics are reflected in the law • Explain how the U.S. Constitution addresses and protects citizens civil rights • Understand the foundations of cyber law • Explain how disputes can be settled without going to court • Name the major federal courts and describe their jurisdictions and powers • Compare the structure of a typical state court system with the federal courts 	<ul style="list-style-type: none"> • Assign key terms to student pairs and have students define terms and present their definitions to the class. • Class Discussion using google classroom • Hot debates about current and relevant topics • Case Studies • Current Events required weekly about topics from the unit • Student presentations about cases from the news that is relevant to discussion topics. 	<ul style="list-style-type: none"> • Teacher Observation • Class Participation • Homework • Classroom Activities • Complete end of chapter questions. • All projects and critical thinking activities are completed.

<ul style="list-style-type: none"> • What makes up a criminal act? • What are your constitutional rights when you are arrested? • What are the different punishments that go along with committing certain crimes? • What legal remedies are available to victims of a tort? • What are the procedures of a civil case? 	<ul style="list-style-type: none"> • Understand the three elements that make up a criminal act • Identify the types of crime that affect business • Know the rights individuals have when arrested and their potential criminal liability for the actions of others • Understand the appropriate punishments for crimes • Distinguish a crime for a tort • Identify the elements of a tort • State the legal remedies that are available to a tort victim • Describe the procedures used to try a civil case 	<ul style="list-style-type: none"> • Notes using google classroom • Computer Applications • Assign each team of 3 students a specific tort. Have the student's role play the tort. The class will then be responsible for a summary on what tort was being described and what laws where being broken 	<ul style="list-style-type: none"> • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations. • Case Studies
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Unit 2:

Unit 2: The unit discusses contracts, the most fundamental topic in the study of business law. It provides a detailed analysis of the elements of a contract that are essential to its legal enforceability.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are the 6 elements of a contract? • What are the requirements of an offer? • How can offers be terminated? • What are the requirements of an effective acceptance? • What is the statute of fraud and why is it necessary? • What are the remedies for fraud? • What role does capacity play in organizations? • If a contract be deemed illegal, will any courts 	<ul style="list-style-type: none"> • Identify the six elements of a contract. • Explain how a contract legally comes into existence. • Describe the elements of an offer • Describe how an offer can come to an end. • State whether newspaper advertisements constitute offers. • Describe the various ways to end an offer • Identify how the Statute of Frauds applies to certain contracts. • Explain the role of capacity in organizations • Identify various forms of unenforceable illegal 	<ul style="list-style-type: none"> • Assign key terms to student pairs and have students define terms and present their definitions to the class. • Class Discussion using google classroom • Hot debates about current and relevant topics • Case Studies • Current Events required weekly about topics from the unit • Student presentations about cases from the news that is relevant to discussion topics. • Notes using google classroom 	<ul style="list-style-type: none"> • Teacher Observation • Class Participation • Homework • Classroom Activities • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information

enforce it?	agreements	learned. <ul style="list-style-type: none">• Final mastery test on unit.• Case Studies
	<ul style="list-style-type: none">• Computer Applications• Team contract negotiation project	

Resource Links

www.cengage.com/school/blaw/law
www.americanbar.org/groups/business_law.html
www.study.com/academy/lesson/what-is-business-law-definition-overview.html
<https://www.legalzoom.com/articles/business-law>
<https://www.nytimes.com/section/business>
www.cnn.com
www.foxnews.com

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to

articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

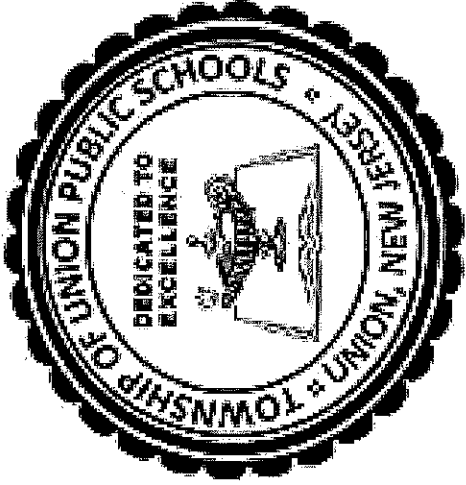
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take

actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 8 Social Studies
June 2018

Mission Statement

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Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course presents U.S. history from a chronological perspective, beginning with pre-Columbian era and ending with Reconstruction. It also addresses geographic, social, political, economic, and multicultural factors that have shaped our unique American character.

The course has four major goals: to provide students with sufficient background knowledge from an economic, political, and social perspective in order to prepare them for high school social studies; to prepare students to participate in American society and government and advocate for social justice; and to facilitate students' acquisition of skills needed to think critically and become life-long learners; and to improve students' research skills to encourage independent thinking.

Instruction emphasizes the development of higher order thinking, analysis and writing as well as building a firm foundation of usable data to interpret current events through the use of technology and primary sources and secondary sources.

Recommended Resources

- *Discovering Our Past: A History of the United States Early Years* by McGraw Hill Education
- Database → EBSCOHost
- Database → <http://online.infobaselearning.com>
- Amistad Commission: <http://www.njamistadcurriculum.net/history/units>
- Caring Makes a Difference: Holocaust Curriculum; www.state.nj.us/education/holocaust/curriculum/
- TIME 100 Photos
- Digital History
- Reading Like A Historian | Stanford History Education Group
- The Gilder Lehrman Institute of American History
- TED ed
- U.S. History Sourcebook - Advanced | CK-12 Foundation
- DocsTeach
- Teaching Hard History | Teaching Tolerance
- CommonLit | Free Fiction & Nonfiction Literacy Resources, Curriculum, & Assessment Materials for Middle & High School English Language Arts
- www.elcivics.com *
- Mc-Graw Hill Ancillary: Multilingual Glossary*
- Mc-Graw Hill Ancillary: Read Strategies and Activities for the Social Studies Classroom*

*ELL resources

New Jersey Student Learning Standards for Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- 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?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- 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?

Curriculum Units

- Unit 1: European Colonization and Life in the Americas
- Unit 2: The American Revolution
- Unit 3: The Constitution
- Unit 4: The Early Republic
- Unit 5: Expansion, Innovation, and Reform
- Unit 6: A Divided Nation and Civil War

Pacing Guide

Unit 1: September – October

Unit 2: November – December

Unit 3: January - February

Unit 4: March-April

Unit 5: April-May

Unit 6: May-June

Unit 1: European Colonization and Life in the Americas

Students are introduced with controversial concepts pertaining to colonization, empires, race, and the intersection of European nations competing for resources and wealth in North and Central America. Students explore for the first time the Atlantic Slave Trade and the the experiences of the Middle Passage, in addition to the cultural forms and development of the early American colonies.

Essential Questions	NJSLS Social Studies	Activities	Assessments
<ol style="list-style-type: none"> 1. What is an empire? Why did European nations explore and colonize the Americas? Which areas did each European country colonize? 2. What is the Columbian Exchange? What were some positive and negative effects of the Columbian Exchange? 3. Explain triangular trade. Why did countries turn to Africa for slave labor? How did the slave trade create a diaspora? Where were slaves brought? 4. What were the political, social, and economic factors that caused the colonists to leave Europe and settle in North America? 5. Why did the colonists have an 	<p>6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c</p>	<p>“Creating a Colony” mini project “Plymouth Colony” Chunking and Close Reading Indigenous Peoples Day or Columbus Day Mini-Posters Primary Source and Secondary Source readings on Columbus, the myths, and perspectives from Bartolomeu de las Casas Writing prompt: Who is responsible for 90-95% of the Native population dying out in the 100 years following</p>	<p>Analysis of Graphic Organizers and Notes Presentations and Class Discussions Debates and Oral Arguments and Listening Colonization and Settlement Unit 1 Test (Open-Ended question format) Early New England Colonies Quiz Periodic Vocabulary Quizzes</p>

<p>opportunity to govern themselves? Who was allowed to participate in government and vote in the British colonies?</p> <p>6. How did demographics (i.e. race, gender, and economic status) play a role in the colonial era in British Colonial America?</p> <p>7. What were characteristics of the three regions (New England, Middle, and Southern) of the British colonies?</p> <p>8. How did the colonists and Native Americans both cooperate and clash with each other throughout this time period?</p> <p>9. Compare the practice of slavery and indentured servitude in the colonies.</p> <p>10. Explain the system of mercantilism. What effect did mercantilism have on economies of the European countries and their colonies?</p> <p>11. How did life in the British colonies compare to life in England?</p>		<p>European conquest?</p> <p>“Where are we From?” Diaspora project</p> <p>Colonies DBQ: Students will work in groups to analyze 6 primary sources relating to the 13 original colonies</p> <p>Indentured Servitude vs. Slavery analysis</p>	
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Unit 1: Key Vocabulary Terms

Content & Academic Vocabulary		People & Groups	Events & Places	Documents & Laws
Primary source Secondary source Indigenous Diaspora Political Social Economic Immigration Emigration Colonies Empire Slavery	Diversity Elite Literacy Mercantilism Persecute Social mobility Bias Import Export Cash crops Charter Dissenter	Taino Bartolome de las Casas Christopher Columbus Lenape Olaudah Equiano Indentured servants John Smith William Bradford John Winthrop Sir Walter Raleigh Pilgrims Puritans Quakers	Columbian Exchange Triangular trade Middle Passage Roanoke Jamestown New England Colonies Middle Colonies Southern Colonies Bacon's Rebellion	Mayflower Compact 17 th Century slave laws Navigation Acts

Unit 2: The American Revolution

Following Unit 1 and the introduction of colonialism and empire building, students are then introduced to how society developed in the original thirteen colonies, particularly in New Jersey, and how European peoples interacted and conflicted with each other and indigenous nations. Students will analyze the role of British government in creating legislation that ultimately led to rebellion and revolution in North America.

Essential Questions	NJSL Social Studies	Activities	Assessments
<ol style="list-style-type: none"> 1. How did life in the British colonies compare to life in England? 2. How did the Great Awakening and Enlightenment movements contribute to the development of democratic ideas? 3. What was Peter Zenger's role in the development of freedom of the press in colonial America? How these ideas are represented today? 4. How did the Ohio River Valley play a role in the French & Indian War? What were the geographic changes after this war (Seven Years War)? 5. What economic policies (taxes, trade) did Parliament create after the French & Indian War? Why? What effect did these have on the colonists? 	<ol style="list-style-type: none"> 6.1.8.A.3.a 6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.B.3.d 	<p>CSI: Boston Massacre Group Project</p> <p>Writs of Assistance Chunking Activity</p> <p>Analysis of Propaganda, Primary and Secondary Sources</p> <p>American Revolution DBQ Essay (Analysis of African Americans, Native Americans, and Women during</p>	<p>"Causes of the Revolution" Quiz (open-ended question format)</p> <p>Peer Review of DBQ (5 Paragraph) American Revolution Essay</p> <p>Colonial Newspaper or Mini-Poster (for Research Project)</p> <p>Periodic Vocabulary Quizzes</p>

<p>6. How did the Proclamation of 1763 affect the relationship between Europeans and Native Americans in North America?</p> <p>7. How did colonists protest both peacefully and violently against Parliament's policies 1760s and 1770s? What was meant by the phrase "no taxation without representation"?</p> <p>8. What is propaganda and how was it used to rally colonists against Britain?</p> <p>9. How did the writs of assistance violate the natural rights described by John Locke?</p> <p>10. What are some of the grievances mentioned in the <i>Declaration of Independence</i>? What Enlightenment principles are included in the <i>Declaration</i>? How effective were the arguments in the <i>Declaration of Independence</i>? How does the institution of slavery <u>contradict</u> the principles of liberty and freedom?</p> <p>11. How did women, African-Americans, foreign allies, and Native Americans contribute during the American Revolution?</p> <p>12. What struggles did the Continental Army face? How did George Washington and others address them?</p>	<p>6.1.8.D.3.f</p>	<p>the War)</p> <p>American Revolution Research Project</p> <p>John Peter Zenger and Freedom of the Press Class Play</p> <p>French and Indian War Cooperative Learning Source Analysis</p> <p>John Locke and Thomas Hobbes Analysis</p>	
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<p>13. Why did New Jersey's location play an integral (important) role in the American Revolution? How did the American Revolution become a global conflict? How did distance between England and North America play a role in the Revolution?</p> <p>14. What are the consequences of the Treaty of Paris of 1783? How did this affect U.S. and Native American relations? How did this affect U.S. and European relations?</p>			
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Unit 2: Key Vocabulary Terms

Content & Academic Vocabulary	People & Groups	Events & Places	Documents & Laws
Primary source	John Peter Zenger	Pontiac's Rebellion	Proclamation of 1763
Secondary source	John Locke	Boston Massacre	Treaty of Paris (1763)
Indigenous	Benjamin Franklin	Boston Tea Party	Albany Plan of Union
Diaspora	Samuel Adams	Lexington and Concord	Quartering Act
Political	John Adams	Battle of Saratoga	Sugar Act
Social	George Washington	Battle of Trenton	Stamp Act
Economic	King George III	Valley Forge	Townshend Acts
Immigration	Crispus Attucks	Battle of Charles Town	Writs of Assistance
Emigration	Marquis de Lafayette	Battle of Yorktown	Intolerable Acts
Colonies	Thomas Jefferson	Ohio River Valley	Olive Branch Petition
Empire	Freiedrich von Steuben	Appalachian Mountains	Common Sense
Diversity	Loyalists/Patriots/Neutral	Mississippi River	Declaration of Independence
Natural resources	2 nd Continental Congress		
Debt	Continental Army		
Elite	Iroquois		
	Daughters/Sons of Liberty		

	Mercenaries/Hessians		
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Unit 3: Establishing a New Nation

The North American colonies declared independence from Great Britain and achieved this status after the American Revolution. Unit 3 analyzes the role of the new nation in establishing new forms of Republican government, including the Articles of Confederation and the creation of the United States Constitution. Students grapple with the Bill of Rights and what it means to be a U.S. citizen.

Essential Questions	NJSLS	Activities	Assessments
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	Social Studies		
<ol style="list-style-type: none"> Compare and contrast the Articles of Confederation and the United States Constitution. What were the strengths and weaknesses of each document? Which level of government did they assign decision-making powers to? Explain the debate over representation in Congress. How did the Great Compromise solve the issue of representation in Congress? How does the Three-Fifths Compromise solve the issue of slaves being counted toward representation in Congress? What does this say about the role of slaves in policy making? What were the differences between Federalist and Anti-Federalists? How did they compromise in order to ratify the constitution? Explain each of the fundamental principles of the Constitution. How effective is our government today about honoring those principles? What are the three branches of government and their responsibilities? How does a balance of power assure that one branch does not get more powerful than another? Why do you suppose the Founders 	<p>6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.B.3.c 6.1.8.D.3.g</p>	<p>Principles of the US Constitution Group Activity Slavery and the Constitution Open-Ended Question Preamble of the Constitution Supreme Court Case Analysis and Debate Track-a-Bill Mini-Posters 3/5ths Compromise Math Conversion Cross-Curricular</p>	<p>Periodic Vocabulary Quizzes Legislative Branch Quiz Executive Branch Quiz "Creating the Constitution" Test (open-ended format) African American History Museum Project</p>

<p>crafted the government this way?</p> <p>7. Why is it important that U.S. laws are constitutional? Is it possible that what could be considered constitutional in 1790 is unconstitutional in the 2010s?</p> <p>8. Why is the Constitution considered a “living document”? How has the Constitution changed to expand rights in order to include more citizens?</p> <p>9. How does the Bill of Rights protect individual liberties?</p> <p>10. What are your rights, responsibilities, and duties as an American citizen?</p>			
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Unit 3: Key Vocabulary Terms

Academic & Content Vocabulary		People & Groups	Principles of the Constitution	Documents & Laws
Political	Republic	Founders	Popular Sovereignty	Articles of Confederation
Social	Central/Federal	Anti-Federalist	Separation of Powers	Virginia Plan
Economic	Government	Federalist	Checks and Balances	New Jersey Plan
	Due process			
	Grand jury			
	Eminent			

Immigration	State	domain	James Madison	Federalism	Great Compromise
Emigration	government	Jury	Judicial branch	Limited government	3/5ths Compromise
Debt	Census	Militia	Supreme Court	Individual rights	Constitution
Confederation	Veto	Petition	Legislative branch		Preamble
Persecute	Bill	Grievance	Senate		Elastic clause
Social mobility	Naturalization	Consent	House of		Supremacy Clause
Delegate	Natural-born	Enlist	Representatives		Amendments
Import	citizen	Repeal	Congress		Bill of Rights
Export	Ratification	Civil	Executive branch		1790 Naturalization Act
	Levy	disobedience	Cabinet		
	Impeachment	Suffrage			
	Indictment	Precedent			
		Constitutional			
		Convention			
		Shays			
		Rebellion			

Unit 4: The Early Republic

Unit 4 takes students through the first four administrations under the new Constitution. Students will learn about life in America during Washington, Adams, Jefferson, and Madison's presidencies and analyze the choices state and federal governments made and how those subsequently impacted its citizens.

Essential Questions	NJSLs Social Studies	Activities	Assessments
<p>1. What were the effects of inflation and debt on American people? How did the state and federal governments respond to these economic problems?</p> <p>2. What were the social and economic causes of the Whiskey Rebellion? How did Washington handle this situation? What effect did it have on the American people?</p> <p>3. What were some precedents set by Washington? What advice did Washington give in his farewell address? How do these precedents align with the Constitution of the United States?</p> <p>4. Describe the rivalry of Thomas Jefferson and Alexander Hamilton and how it shaped the economy of America's early republic.</p> <p>5. How were political parties formed? What were the earliest political parties and what were their views? How do political parties today continue to be shaped by differing opinions? How do they create conflict in the US today?</p> <p>6. How did Americans develop and weaken</p>	<p>6.1.8.A.3.e 6.1.8.C.3.b 6.1.8.D.3.g 6.1.8.B.4.a 6.1.8.C.4.a</p>	<p>"How does a bank/interest work?" simulation</p> <p>Whiskey Rebellion</p> <p>Analysis of Washington's farewell speech</p> <p>Political parties then vs. today comparison</p> <p>Haitian Revolution clip</p> <p>Alien & Sedition Act political cartoons</p> <p>Louisiana Purchase maps</p> <p>Lewis & Clark journals</p>	<p>Washington's Administration quiz</p> <p>Adams Administration quiz</p> <p>Jefferson Administration quiz</p> <p>Madison Administration quiz</p> <p>War of 1812 DBQ</p> <p>Unit 4 test</p> <p>Periodic Vocabulary Quizzes</p>

alliances with Indigenous people in the United States during this era?

7. How did world events (French and Haitian Revolutions, impressments, piracy, etc.) affect the relationship between the United States, France, and Great Britain during this time?
8. How did the Presidents (Washington, Adams, Jefferson, and Madison) handle these events? How effective were the first 4 administrations in upholding the Constitution?
9. What were the Alien and Sedition Acts and why were they created? How were citizens' rights impacted by these laws?
10. What was the political, economic, and social significance of the Louisiana Purchase? How did this interfere with the indigenous people of the United States?
11. How did the War of 1812 affect America? How did Nationalism increase following the War of 1812?

Unit 4: Key Vocabulary Terms

Content & Academic Vocabulary	People & Groups	Events & Places	Documents, Principles, & Laws
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Empire	Tariffs	States' rights	George Washington	John Marshall	Battle of Fallen	Federal Judiciary Act
Neutral	Smuggling	Nullification	John Jay	Meriwether Lewis	Timbers	Treaty of Greenville
Pacifist	Immigration	Foreign policy	Alexander Hamilton	William Clark	Whiskey Rebellion	Pickney's Treaty
Bias	Republic	Radical	Attorney general	Sacagawea	French Revolution	Alien and Sedition Acts
Boycott	Inaugurate	Corps	Cabinet	Zebulon Pike	Haitian Revolution	
Debt	Precedent	Tribute	John Adams	Tecumseh	XYZ Affair	Judiciary Act of 1801
Colonies	Strict interpretation	Impressment	Political party	War hawk	Louisiana	Judicial review
Elite	Loose interpretation	Coercion	Federalists	James Madison	Purchase	Embargo Act of 1807
Persecute	Tariff	Naval blockade	Democratic-Republicans	Toussaint	Lewis & Clark expedition	
Allies	Aliens	Nationalism	Thomas Jefferson	Louverture	Tripoli	
Treaty	Sedition			Benjamin Banneker	Barbary States War of 1812	

Unit 5: Expansion, Innovation, and Reform

As America enters the 1800's, new technology and innovations make life easier for Americans and lead to increased immigration. The Industrial Revolution also brings out the problems in

society that reformers work hard to improve. At the same time, these innovations and technology drive America's move West to ultimately occupy the continent.

Essential Questions	NJSL Social Studies	Activities	Assessments
<p>1. Describe the technological innovations that were created during this time period. Why were each created? What effect did they have on America?</p> <p>2. Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>3. What decisions were made by Andrew Jackson during his presidency? How did he expand voting rights to Americans during the Jacksonian period?</p> <p>4. What was the debate over the Tariff of Abominations? How did this affect the relationship between the northern and southern United States?</p> <p>5. What is Manifest Destiny? What were some arguments for and against Manifest Destiny? How did Manifest Destiny influence America's expansion through annexation, diplomacy, and war? How did the ideals of Manifest Destiny <u>conflict</u> with indigenous people in the United States?</p>	<p>6.1.8.A.4.a</p> <p>6.1.8.A.4.b</p> <p>6.1.8.A.4.c</p> <p>6.1.8.B.4.b</p> <p>6.1.8.C.4.b</p> <p>6.1.8.C.4.c</p> <p>6.1.8.D.4.a</p> <p>6.1.8.D.4.b</p> <p>6.1.8.D.4.c</p>	<p>Industrial Revolution primary source documents</p> <p>Virtual maps</p> <p>Jackson political cartoons</p> <p>Manifest Destiny articles and Open-Ended Question</p> <p>Indian Removal Act Discussion and application of Constitution</p> <p>Social Reformer stations</p>	<p>Industrial Revolution DBQ essays</p> <p>Manifest Destiny debate</p> <p>Periodic Vocabulary Quizzes</p> <p>Unit 5 test</p>

<p>6. How did the Mexican Cession and creation of the Texas Republic affect America's westward expansion? How did America acquire all the land it has today?</p> <p>7. Describe the Native Americans' response to Jackson's Indian Removal policies. What were some ideas and assumptions United States presidents had about indigenous people?</p> <p>8. How did advocates work to reform education, women's rights, slavery, and other social issues? What are some of the biggest differences between African American and white women reformers?</p> <p>9. Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. Explain how the institution of slavery has grown in the Antebellum United States.</p>	
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Unit 5: Key Vocabulary Terms

Vocabulary & Concepts	People & Groups	Events & Places	Documents, Principles, & Laws
Empire Neutral Pacifist Debt Persecute Allies Treaty Propaganda Cotton gin Nationalism Spoils system Assimilate Antebellum Depression Abolition	Robert Fulton Peter Cooper Samuel Slater Samuel F.B. Morse Eli Whitney Nat Turner Henry Clay James Monroe Andrew Jackson John Quincy Adams John C. Calhoun Sequoya Abdulrahman Ibrahim Ibn Sori Stephen F. Austin Tejanos Antonio Lopez de Santa Anna William L. Garrison Robert Finley Henry David Thoreau Osceola Martin Van Buren Whig Party Know-Nothing Party William Henry Harrison Mormon Brigham Young	James K. Polk Forty-niner Horace Mann Dorothea Dix Frederick Douglass Sojourner Truth Harriet Tubman Susan B. Anthony Elizabeth Cady Stanton Lucretia Mott American Colonization Society (A.C.S.)	Industrial Revolution Lowell mills Erie Canal Indian Territory Trail of Tears Panic of 1837 Santa Fe Trail Oregon Trail Battle of the Alamo Lone Star Republic Mexican-American War Mexican cession California Gold Rush Underground Railroad Seneca Falls Convention Missouri Compromise Monroe Doctrine Jacksonian democracy Tariff of Abominations Doctrine of nullification Indian Removal Act Manifest Destiny Fugitive Slave Act Treaty of Guadalupe Hidalgo Compromise of 1850 Wilmot Proviso

Unit 6: The Civil War

Unit 6 focuses on the role of slavery as the primary cause of division in America in the mid 1800's, in addition to the political and economic regional differences for secession. The unit continues on to discuss the effects the Civil War had on various groups of people and the following period of Reconstruction, when the United States developed policies and amendments to guarantee citizenship and equality for all.

Essential Questions	NJSLs Social Studies	Activities	Assessments
<p>1. What were the characteristics of the regions of the United States (North, South, and West) during the Antebellum period?</p> <p>2. How did the <i>Dred Scott Decision</i> and the United States Supreme Court affect African Americans?</p> <p>3. What were the social, political, economic reasons why the south seceded from the Union?</p> <p>4. What was Lincoln's primary goal going into the war? How did he feel about slavery?</p> <p>5. What roles did women, African Americans, and Native Americans serve in the Civil War?</p> <p>6. How did various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) affect the course and outcome of the</p>	<p>6.1.8.A.5.a</p> <p>6.1.8.A.5.b</p> <p>6.1.8.B.5.a</p> <p>6.1.8.C.5.a</p> <p>6.1.8.C.5.b</p> <p>6.1.8.D.5.a</p> <p>6.1.8.D.5.b</p> <p>6.1.8.D.5.c</p> <p>6.1.8.D.5.d</p>	<p>Virtual Maps</p> <p>Technology</p> <p>Strengths and weaknesses of both armies</p> <p>Stations</p> <p>Quotes from Lincoln</p> <p>Douglas debates</p> <p>"A House Divided" speech by Lincoln</p> <p>"Gettysburg Address" speech by Lincoln</p>	<p>Civil War project</p> <p>Vocabulary Quizzes</p> <p>Unit 6 Test</p>

<p>Civil War?</p> <p>7. What were some critical events and battles of the Civil War? How did they contribute to the final outcome of the war?</p> <p>8. How and why did the Emancipation Proclamation and the Gettysburg Address continue to impact American life?</p> <p>9. What were the human and material costs of the Civil War in the North and South?</p> <p>10. How effective were the 13th, 14th, and 15th Amendments to the realities of African American life?</p> <p>11. What was the economic impact of Reconstruction on the South?</p> <p>12. How did Congress and Presidents Lincoln and Johnson approach reconstruction of the South? What were some similarities and differences?</p>		<p>Analyze the Emancipation Proclamation</p>	
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Unit 6: Key Vocabulary Terms

Content Vocabulary	People & Groups	Events & Places	Documents, Principles, & Laws
Debt Federal government State government Republic Popular sovereignty Tariffs Immigration Platform Antebellum Nationalism Sectionalism Enlist Contractor	Free-Soil Party Harriet Beecher Stowe <i>Uncle Tom's Cabin</i> Republican Party Democratic Party Roger B. Taney Abraham Lincoln Jefferson Davis Robert E. Lee "Stonewall" Jackson George McClellan	Harpers Ferry <i>Dred Scott v. Sandford</i> Election of 1860 Fort Sumter First Battle of Bull Run Battle of Shiloh Seven Days' Battles Battle of Antietam Battle of Gettysburg Siege of Vicksburg Sherman's March to the Sea Monitor v. Merrimack Appomattox Court House Ford's Theatre	Wilmot Proviso Compromise of 1850 Fugitive Slave Act Kansas-Nebraska Act Anaconda Plan Emancipation Proclamation 13 th amendment 14 th amendment 15 th amendment Slave codes

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	5-8
Chronological Thinking	<p>Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.</p> <p>Explain how major events are related to one another in time.</p>
Spatial Thinking	<p>Select and use various geographic representations to compare information about people, places, regions, and environment.</p> <p>Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>

<p>Critical Thinking</p>	<p>Compare and contrast differing interpretations of current and historical events.</p>
	<p>Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</p>
	<p>Analyze primary and secondary sources for reconstructing</p>
<p>Presentational Skills</p>	<p>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p>
	<p>Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)</p>

New Jersey Student Learning Standards
Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CORE CURRICULUM ELA/SOCIAL STUDIES STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Resource Links

- **National Geographic:** <http://www.nationalgeographic.com/>
- **History.com:** <http://www.history.com/>
- **History Net:** <http://www.historynet.com/>

- US Census: https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html
- US Constitution.net: <http://constitutionus.com/>
- primarysource.org: <https://www.primarysource.org/>
- history news network.org: <http://historynewsnetwork.org/>
- Smithsonian channel: <https://www.smithsonianchannel.com/>
- National Archives: <https://www.archives.gov/>
- Amistad Curriculum: www.njamistadcurriculum.com/
- Caring Makes a Difference: Holocaust Curriculum: www.state.nj.us/education/holocaust/curriculum/
- CNN Student News: <http://www.cnn.com/cnn10>
- Danzer, Klor De Alva, Wilson, Woloch. *The Americans: Reconstruction to the 21th Century*. Evanston , IL: Mcdougall Littell.
- Google Earth: <http://www.google.com/earth/index.html>
- I Civics: <https://www.icivics.org/>
- TimeLinks website: <https://connected.mcgraw-hill.com/connected/login.do>

