

Curriculum Scope & Sequence

Subject/Grade Level: SOCIAL STUDIES / GRADE6

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Bill of Rights Review	6 days	6.1.8.A.3.g 6.1.8.D.3.g	Students will be able to independently use their learning to show that the Constitution sets forth the basic principles of government and is a living document that affects their everyday lives.	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Active participation as a US citizen influences the government in many ways ● The Constitution created order out of chaos and used compromise to fuse the feuding sections of the young United States. ● The Constitution is the basis for our laws and rights 	<ul style="list-style-type: none"> ● Why is citizen participation essential to the preservation of the US political system? ● How can citizens change the Constitution? ● What does the Constitution do for our country?
Road to the Civil War	3-4 weeks	6.1.8.A.4.a-c 6.1.8.B.4.a-b 6.1.8.C.4.a-c 6.1.8.D.4.a-c	Students will be able to understand that economics, politics and Civil Rights led to the Civil War and apply it to a modern day situation.	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● The content and intention of the Constitution was to share the balance of power within the government, protect individual rights and provided for the separation of church and state. ● There are differences in powers between national, state and local governments ● Various political, economic and social events lead up to the Civil War. ● Where you live has a large 	<ul style="list-style-type: none"> ● How did Geo-politics influence the way the country was split? ● How was the Constitution partly to blame for the Civil War? ● How does an individual's point of view affect the way he/she deals with conflict?

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				influence on your beliefs and ideologies .	
The Civil War	4-5 weeks	6.1.8.A.5.a-b 6.1.8.B.5.a; 6.1.8.C.5.a-b 6.1.8.D.5.a-d	Students will independently be able to use their knowledge to demonstrate an understanding of the reasons for the Union’s victory and long term effects on our country.	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Identify weakness of the North and the South. ● Explain why neither the North or South had a distinct advantage in the early states of war. ● Discuss the social, political and economic changes that occurred as a result of the war. ● Understand how the battles of Gettysburg and Vicksburg changed the course of the war. ● Describe the events that led to the end of the Civil War. 	<ul style="list-style-type: none"> ● What causes war? ● Do these causes apply to the Civil War? ● How do geography and location influence the strategy and outcome of the war? ● What were the strengths and weaknesses of the North and the South? ● Why did neither the Union nor the Confederacy gain a strong advantage during the early years of the war? ● What social, political and economic changes resulted from the war? ● How did the events at Gettysburg and Vicksburg change the course of the war? ● What events led to the end of the war?
Reconstruction	2-3 weeks	6.1.8.D.5.a-d	Students will be able to independently use their understanding of the Reconstruction period and the Constitutional changes to take a stand on a social issue to promote equality.	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● The government and public commitment to civil and equal rights has advanced throughout the US history. ● There are many ways to change government policy ● Students will demonstrate an understanding of how geography and the 	<ul style="list-style-type: none"> ● How do citizens influence government policy? ● Did Reconstruction divide or unite the nation? ● How do you rebuild a country?

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				<p>economy impacted and accentuated differences between North and South.</p> <ul style="list-style-type: none"> ● Citizens in a democracy can change their government in a democracy. 	
Opening the West	3-4 weeks	6.1.8.B.4.a-b	Students will be able to independently use their knowledge of westward expansion in the 19th and 20th centuries to analyze its impact on present day America.	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● People move for a variety of reasons. ● Many Native Americans and pioneers' lives were sacrificed and hardships were endured to settle the west. ● Many pioneers had naive ideas about the opportunities and difficulties of moving west. ● Successful pioneers relied on courage, ingenuity, and collaboration to overcome hardships and challenges. ● Farmers faced many economic issues due to industrialization. 	<ul style="list-style-type: none"> ● Why do people move? ● How did Westward Expansion affect Native Americans? ● What was pioneer life really like? ● Why did some pioneers survive and prosper while others did not? ● How did cattle ranchers and farmers adapt to life in the west? ● Why did economic reform movements develop in the 1800s?
The Industrial Age	3-4 weeks	6.1.8.D.4.a-d	Students will independently use their learning to explain how America became the world's manufacturing leader during the Industrial Revolution.	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Railroad expansion greatly affected the US economy. ● Inventions during this period changed the way people worked, played, shopped and learned. ● Americans built fortunes in the oil and steel 	<ul style="list-style-type: none"> ● How did railroad expansion affect the US economy? ● How did the inventions of the late 1800s revolutionize society? ● How did Americans built fortunes in the oil and steel industries? ● Why did labor unions form in

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				industries. <ul style="list-style-type: none"> Grim working conditions in many industries led workers to form unions and stage labor strikes. 	the middle to late 1800s?
An Urban Society 1865-1914	3-4 weeks	6.1.8.D.4.a-d 6.1.8.D.5.d	Students will be able to independently use their learning to describe how meeting the needs and wants of a growing American population impacts the environment and economic prosperity of America.	<i>Students will understand that:</i> <ul style="list-style-type: none"> Some groups of immigrants introduced their language and traditions to Americans while others formed separate communities. Cities grew in the late 1800s, which caused many positive and negative effects in America Education expanded, newspapers, magazines and books gained popularity and time for leisure activity greatly increased. American art gained a distinct style. Immigrants from many countries greatly adapted to and influenced American culture and everyday life. 	<ul style="list-style-type: none"> What were some characteristics of the new wave of immigrants that arrived after 1865? How did cities change during the early 1800s? In what ways did American culture change in the late 1800s? How did America come to be known as the “melting pot?”
Progressive Era 1877-1920	2-3 weeks	6.3.8.A-D	Students will independently use their understanding of the rise of the Progressive Movement, including the relationship between Progressivism and the	<i>Students will understand that:</i> <ul style="list-style-type: none"> Progressives exposed corruption and backed reforms that increased direct control of 	<ul style="list-style-type: none"> How did the progressives fight corruption in business and government? How did reform affect the lives of women and other groups in

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			<p>Populist movement, anti-trust reform and women's suffrage movement to relate these topics to modern events.</p>	<p>government by the people.</p> <ul style="list-style-type: none"> ● Reforms helped immigrants, children, women, African Americans and the poor. ● Why Theodore Roosevelt and William Taft were known as progressive presidents ● Minority groups formed organizations to improve living standards, economic equality and achieve education. 	<p>the late 1800s?</p> <ul style="list-style-type: none"> ● Why were Theodore Roosevelt and William Howard Taft known as progressive presidents? ● How did minority groups react to discrimination?