



Salem County Vocational and Technical School District

US History 1

Updated August 2025

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District Mission Statement/Standards and Commitments

Mission Statement

The mission of the Salem County Vocational Technical School District is to prepare students for employment, for further education leading to employment, and for lifelong learning.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that addresses the New Jersey Student Learning Standards (NJSLS). Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration, and good citizenship. The vision of Salem County Vocational and Technical School District is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.

Course Description

This one-year survey of our nation's history from the early colonial times of the seventeenth century through the industrialization and urbanization of the late nineteenth and early twentieth centuries emphasizes an understanding of the foundations of our government and the ideals on which the nation was constructed. Students develop an awareness of the process by which the nation expanded, became embroiled in sectional strife, and disintegrated into civil war. The profound changes brought about postwar industrialization are examined closely. The course emphasizes the evolution of social, political, economic, and intellectual patterns as they influenced the nation's development. In addition the course stresses the critical thinking, analytical, and media literacy skills students will need to be active and productive citizens in a democracy.

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Pacing Guide

Unit Title	Unit Number	Pacing	Unit Overview
The Colonial Roots of America's Founding Ideals	1	10 Days	Throughout our history, Americans have been inspired and guided by the ideals in the Declaration of Independence—equality rights, liberty, opportunity, and democracy. Each generation has struggled with these ideals, and the narrative of their conflict lies at the heart of our nation's history and who we are as Americans.
American's Revolt	2	8 Days	Beginning in the 1760s, many American colonists grew increasingly unhappy with British rule. They eventually rebelled and declared independence. During the revolution, American forces wore down and defeated the larger and more experienced British army. In 1783, the United States became an independent country.
Creating a Constitution	3	5 Days	After the Revolution, the states first formed a loose confederation. However, many Americans believed this arrangement did not satisfy the need for a strong central authority. Delegates from the various states came together to write a new constitution that would provide the basis for a durable and balanced government.
Changes in a Young Nation	4	15 Days	The United States experienced political, geographic, economic, and social changes in the first half of the 1800s. During this time, the nation expanded from 13 states along the Atlantic Coast to a huge nation that spanned a continent.
A Dividing Nation	5	13 Days	In the mid-1800s, the United States was deeply divided over slavery. By 1860, a series of events had widened this gulf to the breaking point. The election of Abraham Lincoln as president that year triggered a secession crisis that led to the Civil War.
The Civil War	6	7 days	The Civil War lasted four years, cost 620,000 lives, and was by far the most destructive conflict ever waged on American soil.
Reconstruction	7	15 Days	The Reconstruction era lasted from 1865 to 1877. During these years, biracial governments were established across the South. These governments expanded the rights and opportunities of former slaves. However, the South returned to "white man's rule" when Reconstruction ended.
Changes Conflict in the American West	8	5 Days	Settlement of the West in the mid- to late 1800s brought opportunities for many Americans but also sparked conflict as settlers invaded American Indian homelands.
Industrialism and Reform	9	17 Days	In this unit, you will learn about the reforms that occurred in America as industrialization increased, including: <ul style="list-style-type: none"> ● The rise and significance of U.S. industrialization. ● The immigration waves spurred by industry. ● The social, political, and economic responses to industrialization.

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Unit 1 The Colonial Roots of America's Founding Ideals

Curriculum Area: US History 1

Timeframe: 10 Days

Unit 1 Content Overview

Throughout our history, Americans have been inspired and guided by the ideals in the Declaration of Independence—equality rights, liberty, opportunity, and democracy. Each generation has struggled with these ideals, and the narrative of their conflict lies at the heart of our nation's history and who we are as Americans.

Unit 1 Essential Questions

- What are America's founding ideals, and why are they important?
- How has geography influenced the development of the United States?
- How did the colonial period help to shape America's five founding ideals?

Unit 1 Pre-Assessment

- Teacher-created pre-assessment

Unit 1 Standards to be Taught and Assessed

- 6.1.12.CivicsPI.1.a:
- 6.1.12.GeoGI.1.a:
- 6.1.12.EconGE.1.a:
- 6.1.12.HistoryCC.1a
- 6.1.12.CivicsPI.2.a
- 6.1.12.CivicsPD.1.a
- 6.1.12.GeoPP.2.a:
- 6.1.12.GeoPP.2.b
- 6.1.12.EconEM.2.b:
- 6.1.12.EconET.2.a
- 6.1.12.HistoryUP.2.c
- 6.1.12.HistoryCA.2.a

Unit 1 Student Learning Objectives We Are Learning To/That (WALT)

- Investigate the Essential Question: What are America's founding ideals, and why are they important?
- Read and analyze primary and secondary sources to understand the meaning and significance of the five founding ideals.

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- Write a five-paragraph essay analyzing how well Americans have lived up to the ideals in the Declaration of Independence.
- Investigate the Essential Question: How has geography influenced the development of the United States?
- Identify and label key geographic features on a U.S. map.
- Analyze how various aspects of U.S. geography have shaped the nation's historical development.
- Investigate the Essential Question: How did the colonial period help to shape America's five founding ideals?
- Analyze lesson content to understand the development of America's founding ideals during the colonial period and how these ideals affected colonists, Indians, and enslaved Africans.
- Use evidence to support their answers during a class discussion about the effects of the colonial period on America's founding ideals.

Unit 1 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Jamestown and Plymouth Google Slides and notetaker • Comparing Regions New England, Middle, and Southern colonies in graphic organizer • Identify occupations of Early Americans <> • Analyze the political cartoon on Inedgiounous people () • Read TCI Lesson 4, Section Explore - Europeans Interact with American Indians ^ • Read aloud: Olaudah Equiano Describes the Middle Passage * • SLAVERY'S ENDURING MYTHS AND MISCONCEPTIONS * • SLAVERY BUILT AMERICA: HOW IMPLICATED WAS OUR REGION? * • The Mercantilism Game • Draw Proclamation of 1763 map • TCI - Create a spoke diagram that reflects the colonial roots of America's five founding ideals. • Next to each founding ideal, list at least two examples of how colonial events affected that ideal. Include at least five of the Vocabulary Terms in your examples. • Draw at least one illustration to represent the colonial roots of each ideal.
Formative Assessments	<ul style="list-style-type: none"> • Discussion/Questioning • Mapping • Graphic Assessment • Statistical Analysis • Notebook Evaluations • Primary Source Analysis • Debate
Summative Assessments	<ul style="list-style-type: none"> • Selling Colonial America • Five-paragraph essay analyzing how well Americans have lived up to the ideals in the Declaration of Independence
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Choice projects • Oral Assessments • Guided notes

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Unit 1 Evidence of Learning

- Study guides

Unit 1 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Teacher created Do Nows (Google Slides) • Google Slide graphic organizers and note takers with attached links • TCI- Lesson Guides • TCI- digital textbook 	<ul style="list-style-type: none"> • Chromebooks • Smart Board 	<ul style="list-style-type: none"> • *Roanoke The Mystery Colony video • 13 Colonies Comparison video • "We are still here: Four hundred years of Wampanoag history" () • Evolution of Slavery in Colonial Virginia • Crash Course- The Seven Years War • Climate Change, Chaos, and The Little Ice Age - Crash Course World History <p style="text-align: center;">\$</p>	<ul style="list-style-type: none"> • Teacher provided notes • Teacher provided examples of completed Graphic Organizers • Timeline digital or printed • Guided Notes • Graphic Organizers

Unit 1 Interdisciplinary Connections

ELA

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Companion Standards

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Integration of Technology through NJSL

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.EG.3: Explain how individuals and businesses influence government policies..

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

Unit 2 America’s Revolt

Curriculum Area: US History 1

Timeframe: 8 Days

Unit 2 Content Overview

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Beginning in the 1760s, many American colonists grew increasingly unhappy with British rule. They eventually rebelled and declared independence. During the revolution, American forces wore down and defeated the larger and more experienced British army. In 1783, the United States became an independent country.

Unit 2 Essential Questions

- Were the American colonists justified in rebelling against British rule?

Unit 2 Pre-Assessment

- Teacher-created pre-assessment

Unit 2 Standards to be Taught and Assessed

- 6.1.12.CivicsPI.2.b:
- 6.1.12.CivicsPD.2.a:
- 6.1.12.CivicsPR.2.a:
- 6.1.12.GeoPP.2.a:
- 6.1.12.EconEM.2.a:
- 6.1.12.HistoryCC.2.a
- 6.1.12.EconEM.2.b:
- 6.1.12.HistoryUP.2.a
- 6.1.12.HistoryUP.2.b

Unit 2 Student Learning Objectives We Are Learning To/That (WALT)

- Analyze lesson content to understand how the colonies gained their independence from Britain.
- Synthesize key content from the lesson and primary sources to assume the perspectives of four groups affected by the American Revolution.

Unit 2 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none">• "Taxes Lead to Revolution" graphic organizer• Patriots, Loyalists, Moderates graphic organizer• Venn diagram comparing Thomas Paine's "Common Sense" and the "Declaration of Independence."• "One pager" biography- Unknown Heroes of the Revolution*
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Unit 2 Evidence of Learning

	<ul style="list-style-type: none"> ● Friedrich von Steuben and the Continental Army +
Formative Assessments	<ul style="list-style-type: none"> ● Discussion/Questioning ● Mapping ● Graphic Assessment ● Statistical Analysis ● Notebook Evaluations ● Primary Source Analysis
Summative Assessments	<ul style="list-style-type: none"> ● Analyzing Primary Sources Boston Massacre * HISTORICAL THINKING CHART ● Write a letter to the editor answering: Who is responsible for what happened at the Boston Massacre: the British militia or the colonists?
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Choice projects ● Oral Assessments ● Guided notes ● Study guides

Unit 2 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Teacher created Do Nows (Google Slides) ● Google Slide graphic organizers and note takers with attached links ● TCI- Lesson Guides ● TCI- digital textbook 	<ul style="list-style-type: none"> ● Chromebooks ● Smart Board 	<ul style="list-style-type: none"> ● The Stamp Act video ● 4 perspectives on colonial rebellion video ● History Channel- The Story of US ● What you might not know about the Declaration of Independence ● Kahoot 	<ul style="list-style-type: none"> ● Teacher provided notes ● Teacher provided examples of completed Graphic Organizers ● Timeline digital or printed ● Guided Notes ● Graphic Organizers

Unit 2 Interdisciplinary Connections

Mathematics

S-IC B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

ELA

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Companion Standards

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Integration of Technology through NJLS

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit 3 Creating a Constitution

Curriculum Area: History

Timeframe: 5 days

Unit 3 Content Overview

After the Revolution, the states first formed a loose confederation. However, many Americans believed this arrangement did not satisfy the need for a strong central authority. Delegates from the various states came together to write a new constitution that would provide the basis for a durable and balanced government.

Unit 3 Essential Questions

- What is the proper role of a national government?

Unit 3 Pre-Assessment

- Teacher-created pre-assessment

Unit 3 Standards to be Taught and Assessed

- 6.1.12.HistoryCC.2.b
- 6.1.12.HistorySE.2.a:
- 6.1.12.CivicsPI.3.a:
- 6.3.12.EconGE.1
- 6.3.12.HistorySE.1

Unit 3 Student Learning Objectives We Are Learning To/That (WALT)

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- Analyze written and visual information to learn why and how Americans created a stronger national government and a new constitution after the war.
- Synthesize lesson content to analyze visual information and dramatize key events associated with the creation of the Constitution.

Unit 3 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● Analyzing the <u>Articles</u> and its <u>weaknesses</u>, select what you think are its 3 biggest weaknesses ● Debate - New Jersey Plan vs. Virginia Plan ● 3/5th Compromise * ● Bill of Rights Graphic Organizer ● Federalists vs. Antifederalists Venn Diagram ● Analyze George Washington's farewell address ● Key events and dilemma's under John Adams graphic organizer ● Biography Abigail Adams- women's suffrage ()
Formative Assessments	<ul style="list-style-type: none"> ● Discussion/Questioning ● Mapping ● Graphic Assessment ● Statistical Analysis ● Notebook Evaluations ● Primary Source Analysis ● Debate
Summative Assessments	<ul style="list-style-type: none"> ● Revolution and The New Nation Unit 3 Test
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Choice projects ● Oral Assessments ● Guided notes ● Study guides

Unit 3 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Teacher created Do Nows (Google Slides) ● Google Slide graphic organizers and note takers with attached links ● TCI- Lesson Guides ● TCI- digital textbook 	<ul style="list-style-type: none"> ● Chromebooks ● Smart Board 	<ul style="list-style-type: none"> ● Kahoot Review ● John Adams Presidency video 	<ul style="list-style-type: none"> ● Teacher provided notes ● Teacher provided examples of completed Graphic Organizers ● Timeline digital or printed ● Guided Notes ● Graphic Organizers

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Unit 3 Interdisciplinary Connections

ELA

- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Math

- S-ID.A. Summarize, represent, and interpret data on a single count or measurement variable.
- S-ID.C. Interpret linear models.
- S-IC.B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

Companion Standards

- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit 4 Changes in a Young Nation

Curriculum Area: History

Timeframe: 5 days

Unit 4 Content Overview

The United States experienced political, geographic, economic, and social changes in the first half of the 1800s. During this time, the nation expanded from 13 states along the Atlantic Coast to a huge nation that spanned a continent.

Unit 4 Essential Questions

- Did changes in the young nation open the door to opportunity for all Americans?

Unit 4 Pre-Assessment

- Teacher-created pre-assessment

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Unit 4 Standards to be Taught and Assessed

- 6.1.12.CivicsDP.3.a:
- 6.1.12.CivicsDP.3.b:
- 6.1.12.GeoSV.3.a:
- 6.1.12.EconET.3.a:
- 6.1.12.EconGE.3.a:
- 6.1.12.EconNE.3.a:
- 6.1.12.HistoryUP.3.a
- 6.1.12.HistoryCA.3a
- 6.1.12.HistoryCA.3b
- 6.1.12.HistoryCC.3a

Unit 4 Student Learning Objectives We Are Learning To/That (WALT)

- Read and analyze the lesson to describe key geographic, political, economic, and social changes that took place in the United States from 1790 to 1850.
- Discuss how changes in the early 19th century opened or closed the door to opportunity for different groups of Americans.

Unit 4 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● XYZ Affair, Alien and Sedition Acts, and John Adams Presidency interactive Google Slides ● <u>Analyze Jefferson's decision</u> to make the purchase, complete the graphic organizers below. ● Read "President Jefferson's Instructions to Meriwether Lewis," and answer the analysis questions ● Fill in the graphic organizer and complete the timeline of major events from the War of 1812 ● 3D Virtual Tour of the James Monroe Museum in Fredericksburg, Virginia. Use the "View Floor Plan" feature to move to all five rooms in the virtual museum in order to find the answers to a scavenger hunt ● Andrew Jackson stations activity covering his most debatable policies and complete corresponding station questions on the Google Docs ● Trail of Tears guided questions ^ ● LA AMISTAD: IN THEIR OWN WORDS * ● Analyze the "Declaration of Sentiments" in order to complete the corresponding analysis questions ()
Formative Assessments	<ul style="list-style-type: none"> ● Discussion/Questioning ● Mapping ● Graphic Assessment ● Statistical Analysis ● Notebook Evaluations ● Primary Source Analysis

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Unit 4 Evidence of Learning

Summative Assessments	<ul style="list-style-type: none"> • Reform Movement Project- • Complete an in-depth study of one of the Reform Movements of the 19th Century. In groups, create an informative poster for one of the major reform movements that developed and grew during the mid-1800's • Expansion and Reform Test
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Choice projects • Oral Assessments • Guided notes • Study guides

Unit 4 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Teacher created Do Nows (Google Slides) • Google Slide graphic organizers and note takers with attached links • TCI- Lesson Guides • TCI- digital textbook 	<ul style="list-style-type: none"> • Chromebooks • Smart Board 	<ul style="list-style-type: none"> • The Historical Audacity o the Louisiana Purchase • The True Story of Sacagawea • Crash Course the War of 1812 • The Monroe Doctrine • Andrew Jackson Bio • We Shall Remain- Trail of Tears 	<ul style="list-style-type: none"> • Kahoot Reform and Expansion • Teacher provided notes • Teacher provided examples of completed Graphic Organizers • Timeline digital or printed • Guided Notes • Graphic Organizers

Unit 3 Interdisciplinary Connections

ELA

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Companion Standards

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

Integration of Technology through NJLS

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit 5 A Dividing Nation

Curriculum Area: History

Timeframe: 13 days

Unit 5 Content Overview

In the mid-1800s, the United States was deeply divided over slavery. By 1860, a series of events had widened this gulf to the breaking point. The election of Abraham Lincoln as president that year triggered a secession crisis that led to the Civil War.

Unit 5 Essential Questions

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- Was the Civil War inevitable?

Unit 5 Pre-Assessment

- Teacher-created pre-assessment

Unit 5 Standards to be Taught and Assessed

- 6.1.12.CivicsDP.3.c:
- 6.1.12.GeoSV.3.a:
- 6.1.12.HistoryUP.3.b
- 6.1.12.CivicsPR.4.a:
- 6.1.12.EconET.4.a:
- 6.3.12.CivicsHR.1

Unit 5 Student Learning Objectives We Are Learning To/That (WALT)

- Read and analyze primary sources related to a series of events from 1850 to 1861 and decide whether they show a spirit of compromise or of conflict.
- Sequence and describe key events leading up to the Civil War on a timeline.

Unit 5 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Civil War vocabulary • Causes of the Civil War timeline- decide whether each cause/event was positive for the North or the South • Map analysis • Civil War Advantages/Disadvantages chart North v. South • Methods of Controlling Slaves reading and coresponding questions* • Lincoln's early life, career, and political development in order to complete the timeline of important events leading up to his presidency. • Movie NightJohn
Formative Assessments	<ul style="list-style-type: none"> • Discussion/Questioning • Mapping • Graphic Assessment • Statistical Analysis • Notebook Evaluations

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Unit 5 Evidence of Learning

	<ul style="list-style-type: none"> ● Primary Source Analysis
Summative Assessments	<ul style="list-style-type: none"> ● Complete the map <ul style="list-style-type: none"> ○ Draw in and label the Missouri Compromise line with green ○ Outline free states and territories with blue ○ Fill in the key with the appropriate color. ○ Outline slave states and territories with red ○ Fill in the key with the appropriate color. ● Persuasive response: Was the Civil War inevitable? Support your opinion with evidence discussed in class.
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Choice projects ● Oral Assessments ● Guided notes ● Study guides

Unit 5 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Teacher created Do Nows (Google Slides) ● Google Slide graphic organizers and note takers with attached links ● TCI- Lesson Guides ● TCI- digital textbook 	<ul style="list-style-type: none"> ● Chromebooks ● Smart Board 	<ul style="list-style-type: none"> ● Civil War Animated Map ● Watch movie NightJohn * 	<ul style="list-style-type: none"> ● Teacher provided notes ● Teacher provided examples of completed Graphic Organizers ● Timeline digital or printed ● Guided Notes ● Graphic Organizers

Unit 5 Interdisciplinary Connections

ELA

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Companion Standards

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Integration of Technology through NJSLs

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

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9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit 6 The Civil War

Curriculum Area: History	Timeframe: 7 days
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Unit 5 Content Overview

The Civil War lasted four years, cost 620,000 lives, and was by far the most destructive conflict ever waged on American soil.

Unit 6 Essential Questions

- How did the Civil War affect the United States and its people?

Unit 6 Pre-Assessment

- Teacher-created pre-assessment

Unit 6 Standards to be Taught and Assessed

- 6.1.12.CivicsDP.4.b:
- 6.1.12.CivicsPR.4.a:
- 6.1.12.GeoSV.4.a:
- 6.1.12.EconET.4.a:
- 6.1.12.HistoryUP.4.b:

Unit 6 Student Learning Objectives We Are Learning To/That (WALT)

- Read and analyze the lesson and primary source excerpts to learn how the Civil War affected different groups of Americans.
- Synthesize key content from the lesson and primary sources to create interactive dramatizations.

Unit 6 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • "Emancipation Proclamation" complete the quote analysis questions * • TCI Unit 10 Section 4- The Effects of the War on African Americans * • TCI Unit 10 Section 5- The Contributions of Women to the War Effort () • Effects of the Civil War * + • Juneteenth reading and questions*
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Unit 6 Evidence of Learning

Formative Assessments	<ul style="list-style-type: none"> ● Discussion/Questioning ● Mapping ● Graphic Assessment ● Statistical Analysis ● Notebook Evaluations ● Primary Source Analysis
Summative Assessments	<p>Differing Viewpoints: How Did the Civil War Change Us?</p> <ul style="list-style-type: none"> ● Analyze two quotes: Shelby Foote: It Made Us an 'Is' and Eric Foner: A New Birth of Freedom ● In your opinion, what was the greatest impact of the Civil War? Do you agree with Foote, Foner, or have a different opinion?
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Choice projects ● Oral Assessments ● Guided notes ● Study guides

Unit 6 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Teacher created Do Nows (Google Slides) ● Google Slide graphic organizers and note takers with attached links ● TCI- Lesson Guides ● TCI- digital textbook 	<ul style="list-style-type: none"> ● Chromebooks ● Smart Board 	<ul style="list-style-type: none"> ● Proclamation transcript* ● Juneteenth* 	<ul style="list-style-type: none"> ● Teacher provided notes ● Teacher provided examples of completed Graphic Organizers ● Timeline digital or printed ● Guided Notes ● Graphic Organizers

Unit 6 Interdisciplinary Connections

ELA

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

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RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Companion Standards

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Integration of Technology through NJLS

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit 7 Reconstruction

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Curriculum Area:	Timeframe:
Unit 7 Content Overview	
<p>The Reconstruction era lasted from 1865 to 1877. During these years, biracial governments were established across the South. These governments expanded the rights and opportunities of former slaves. However, the South returned to “white man’s rule” when Reconstruction ended.</p>	

Unit 7 Essential Questions
<ul style="list-style-type: none"> • How was the nation’s commitment to its founding ideals tested during Reconstruction?

Unit 7 Pre-Assessment
<ul style="list-style-type: none"> • Teacher-created pre-assessment

Unit 7 Standards to be Taught and Assessed
<p>6.1.12.CivicsDP.4.a: 6.1.12.GeoPP.4.a: 6.1.12.EconNE.4.a: 6.1.12.HistoryCC.4.a 6.1.12.HistoryUP.4.a: 6.1.12.HistoryCC.4.b 6.1.12.HistoryCA.4.a:</p>

Unit 7 Student Learning Objectives We Are Learning To/That (WALT)
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- Analyze political cartoons and content in the lesson to understand the important issues and events of the Reconstruction period.
- Annotate and create political cartoons to evaluate the nation’s commitment to its founding ideals during Reconstruction.

Unit 7 Evidence of Learning	
Instructional Activities	<ul style="list-style-type: none"> • Reconstruction Vocabulary • The Reconstruction Amendments are the 13th, 14th, and 15th Amendments Graphic Organizer • Examining the 14th Amendment and Citizenship @ • Graphic Organizer Plans for Reconstruction • Analyze each Reconstruction Era political cartoon and answer the corresponding questions on the Google Doc. • RECONSTRUCTION: WHEN FREEDOM BROKE * • THE BACKLASH AGAINST INTERRACIAL DEMOCRACY *

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Unit 7 Evidence of Learning

Formative Assessments	<ul style="list-style-type: none"> ● Discussion/Questioning ● Mapping ● Graphic Assessment ● Statistical Analysis ● Notebook Evaluations ● Primary Source Analysis
Summative Assessments	<ul style="list-style-type: none"> ● Create a Reconstruction Political Cartoon ● Reconstruction Era Menu Project
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Choice projects ● Oral Assessments ● Guided notes ● Study guides

Unit 7 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Teacher created Do Nows (Google Slides) ● Google Slide graphic organizers and note takers with attached links ● TCI- Lesson Guides ● TCI- digital textbook 	<ul style="list-style-type: none"> ● Chromebooks ● Smart Board 	<ul style="list-style-type: none"> ● Reconstruction- Crash Course 	<ul style="list-style-type: none"> ● Teacher provided notes ● Teacher provided examples of completed Graphic Organizers ● Timeline digital or printed ● Guided Notes ● Graphic Organizers

Unit 7 Interdisciplinary Connections

ELA

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Integration of Technology through NJSL

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Unit 8 Changes and Conflict in the American West

Curriculum Area: History

Timeframe: 5 days

Unit 8 Content Overview

Settlement of the West in the mid- to late 1800s brought opportunities for many Americans but also sparked conflict as settlers invaded American Indian homelands.

Unit 8 Essential Questions

- What opportunities and conflicts emerged as Americans moved westward?

Unit 8 Pre-Assessment

- Teacher-created pre-assessment

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Unit 8 Standards to be Taught and Assessed

- 6.1.12.GeoPP.5.a:
- 6.1.12.GeoHE.6.a:
- 6.1.12.HistoryCC.5.a

Unit 8 Student Learning Objectives We Are Learning To/That (WALT)

- Analyze primary and secondary sources to understand the positive and negative effects of westward expansion on different groups of people living in the West.
- Evaluate the effects of westward expansion on specific groups of people.

Unit 8 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● Manifest Destiny was the belief that the Westward expansion of the United States was both justified and inevitable. Complete the following vocabulary and cartoon analysis activities by using our class discussion, the Crash Course video, and additional resources as needed. @ ● Map Transcontinental Railroad ● Exodusters and the Homestead Act - DB ● TCI Unit 12 Section 3- Indian Wars Shatter Tribal Culture () ^ ● Map Land losses of American Indians 1850- 1900 ()^ ● TCI Unit 12- Explore Women and Gender Roles in the American West (Charley Pankhurst) +
Formative Assessments	<ul style="list-style-type: none"> ● Discussion/Questioning ● Mapping ● Graphic Assessment ● Statistical Analysis ● Notebook Evaluations ● Primary Source Analysis
Summative Assessments	<ul style="list-style-type: none"> ● Westward Expansion Brochure
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Choice projects ● Oral Assessments ● Guided notes ● Study guides

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Unit 8 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Teacher created Do Nows (Google Slides) • Google Slide graphic organizers and note takers with attached links • TCI- Lesson Guides • TCI- digital textbook 	<ul style="list-style-type: none"> • Chromebooks • Smart Board 	<ul style="list-style-type: none"> • Crash Course War and Expansion 	<ul style="list-style-type: none"> • Teacher provided notes • Teacher provided examples of completed Graphic Organizers • Timeline digital or printed • Guided Notes • Graphic Organizers

Unit 8 Interdisciplinary Connections

Visual and Performing Arts

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

ELA

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Companion Standards

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

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WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology through NJSL

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit 9 Industrialism and Reform

Curriculum Area: History

Timeframe: 17 days

Unit 9 Content Overview

In this unit, you will learn about the reforms that occurred in America as industrialization increased, including:

- The rise and significance of U.S. industrialization.
- The immigration waves spurred by industry.

The social, political, and economic responses to industrialization.

Unit 9 Essential Questions

- Was the rise of industry good for the United States?
- What was it like to be an immigrant to the United States around the turn of the century?
- Who were the progressives, and how did they address the problems they saw?

Unit 9 Pre-Assessment

- Teacher-created pre-assessment

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Unit 9 Standards to be Taught and Assessed

- 6.1.12.CivicsDP.5.a:
- 6.1.12.EconEM.5.a:
- 6.1.12.GeoPP.5.a:
- 6.1.12.GeoHE.5.a:
- 6.1.12.EconNE.5.a:
- 6.1.12.EconNE.5.b:
- 6.1.12.HistoryCC.5.a:
- 6.1.12.HistoryUP.5.a:
- 6.1.12.HistoryCA.5.a:
- 6.1.12.CivicsDP.6.a:
- 6.1.12.CivicsDP.6.b:
- 6.1.12.CivicsPR.6.a:
- 6.1.12.GeoHE.6.a:
- 6.1.12.EconGE.6.a:
- 6.1.12.EconEM.6.a:
- 6.1.12.EconNE.6.a:
- 6.1.12.HistoryCC.6.b:
- 6.1.12.HistoryCC.6.a:
- 6.1.12.HistoryCA.6.a:

Unit 9 Student Learning Objectives We Are Learning To/That (WALT)

- Analyze images about industrialism in America.
- Explain the impact of industrialism on life in the United States in a class discussion.
- Analyze content from the lesson to understand the conditions that gave rise to turn-of-the-century labor movements
- Explain the goals, losses, and gains of the three major labor movements.
- Experience the benefits and frustrations of forming labor unions.
- Learn key aspects of the immigrant experience around the turn of the century.
- Analyze lesson text and images to identify how progressives responded to the problems of the early 1900s.
- Evaluate the impact of progressive solutions on society.

Unit 9 Evidence of Learning

Instructional Activities

- Gilded Age vocabulary- define the term and find or draw an image to symbolize the term
- Ellis Island Timeline ()

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Unit 9 Evidence of Learning

	<ul style="list-style-type: none"> ● Inventions of the Industrial Revolution research and graphic organizer ● Picture analysis of tenements ● Research monopolies and Robber Barons- debate the ethical issues with monopolies <> ● Progressive Era vocabulary- define the term and find or draw an image to symbolize the term ● Child Labor Venn Diagram- Compare and Contrast children of the industrial era and children of today <> ● Labor Unions- strikes, dates, outcomes chart <> ● Muckrakers-investigation and impact graphic organizer <> ● Women's suffrage timeline () ● Teddy Roosevelt conservation and its lasting impact \$ ● Development of the NAACP google slides and note- taker * ● Helen Keller biography and impact () ● The immigrant experience, including Asian Americans @
Formative Assessments	<ul style="list-style-type: none"> ● Discussion/Questioning ● Mapping ● Graphic Assessment ● Statistical Analysis ● Notebook Evaluations ● Primary Source Analysis
Summative Assessments	<ul style="list-style-type: none"> ● Immigration Political Cartoon Analysis () ● Labor Union Picket Signs <> ● Progressive Reforms Poster ● The Jungle book cover redo and excerpt analysis ● Progressive Era Test- multiple choice, matching, fill in the blank
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Choice projects ● Oral Assessments ● Guided notes ● Study guides

Unit 9 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Teacher created Do Nows (Google Slides) ● Google Slide graphic organizers and note takers with attached links ● TCI- Lesson Guides 	<ul style="list-style-type: none"> ● Chromebooks ● Smart Board 	<ul style="list-style-type: none"> ● History YouTube videos ● Watch Iron Jawed Angels 	<ul style="list-style-type: none"> ● Kahoot Progressive Era ● Teacher provided notes ● Teacher provided examples of completed Graphic Organizers ● Timeline digital or printed ● Guided Notes

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Unit 9 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none">• TCI- digital textbook			<ul style="list-style-type: none">• Graphic Organizers

Unit 9 Interdisciplinary Connections

ELA

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Companion Standards

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Integration of Technology through NJSL

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

Career Readiness, Life Literacies and Key Skills (Integration of Standard 9)

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Additional Information to be Considered for All Units

Benchmark Assessments

Benchmark 1	To be given during the first two weeks of the course.
Benchmark 2	To be given midway through the course.
Benchmark 3	To be given during the last two weeks of the course

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given 	<ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes 	<ul style="list-style-type: none"> • Modifications for At-Risk Students • Place near positive peers • Check-ins with student • Verbal instructions written and left on board • Chunk directions • Have student repeat classroom expectations • Reword instructions if needed • Provide examples on board • Provide scaffolding • Assist with transitions • Identify go-to students for organizational support • Check and sign planner • Weekly organization time

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Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers <p>* Implementation based on Student's IEP</p>	<ul style="list-style-type: none"> ● Graphic Organizers ● Tutoring <p>* Implementation based on Student's 504</p>	<ul style="list-style-type: none"> ● Allow extra time as needed ● Oral instructions repeated and written on board

English Language Learners	Extensions for Gifted Students
<ul style="list-style-type: none"> ● Vocabulary instruction ● Pre-Reading strategies ● Graphic organizers ● Reading strategies ● Tutoring ● Pair students up with peers ● Provide visual representation 	<ul style="list-style-type: none"> ● Activities/assignments/projects/assessments ● Provide an option for alternative instructional activities ● Higher-level content ● Adjust pacing of content ● Small group enrichment ● Individual enrichment ● Higher-level text

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