



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
SOCIAL STUDIES DEPARTMENT CURRICULUM**

UNITED STATES HISTORY 1

Grade Level: 10

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE: August 26, 2021
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FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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United States History 1		
Course Description		
<p>In <i>United States History 1</i> students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity and 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. Students develop and use the skills including: analysis of primary and secondary sources, develop historical arguments and make historical connections.</p>		
Course Sequence and Pacing		
Unit Title	Unit Focus OR Section Focus	Suggested Pacing
Unit 1: Colonization and Settlement	1.1 Foundations of Colonial America	13 Sessions
Unit 2: Revolution and the New Nation	2.1 A New American Identity 2.2 America's First Attempt to Create a Government 2.3 Early Foreign and Domestic Policy	27 Sessions
Unit 3: Expansion and Reform	3.1 Early American Reforms	32 Sessions
Unit 4: Civil War and Reconstruction	4.1 The Lead Up to the Civil War 4.2 The Reconstruction	28 Sessions
Unit 5: The Development of the Industrial United States	5.1 Big Business 5.2 Immigration and Urbanization	13 Sessions
Unit 6: The Emergence of Modern America: Progressive Reforms	6.1 The Progressive Movement	8 Sessions
Support Resources		
<p>Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course.</p> <ul style="list-style-type: none"> • United States History 1 Resource Catalog • Appendix A: Accommodations and Modifications for Various Student Populations • Appendix B: Assessment Evidence • Appendix C: Interdisciplinary Connections 		

United States History 1 Unit 1: Colonization & Settlement Section 1.1	Suggested Pacing: 13 Sessions
Unit Focus: Foundations of Colonial America	
NJSLS-SS Performance Expectations	
6.1.12.GeoGI.1.a Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).	
6.1.12.CivicsPI.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	
6.1.12.CivicsPD.1.a Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.	
6.1.12.HistoryCC.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.	
6.1.12.EconGE.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
6.1.12.GeoGI.1.a [1] Identify the different geographic variations (For example: climate, soil conditions, and other natural resources) in the New World.	
6.1.12.GeoGI.1.a [2] Analyze how geographic variations (For example: climate, soil conditions, and other natural resources) impacted economic development in the New World.	
6.1.12.GeoGI.1.a [3] Compare and contrast geographic variations (For example: climate, soil conditions, and other natural resources) and their economic impact in the New World.	
6.1.12.GeoGI.1.a [4] Explain how the role geographic variations (For example: climate, soil conditions, and other natural resources) played in promoting trade with global markets.	
6.1.12.CivicsPI.1.a [1] Describe how the British North American colonial government structures were adapted from the British governmental structure including Enlightenment ideas, charter, colonial legislature, property ownership rights, voting rights.	
6.1.12.CivicsPI.1.a [2] Compare and contrast the ideas of individual rights, economic growth and participatory government between the British North American colonies and the home country.	
6.1.12.CivicsPD.1.a [1] Identify who had political rights in the British North American colonies.	
6.1.12.CivicsPD.1.a [2] Compare and contrast how political rights varied regarding gender, property ownership, religion, and legal status.	
6.1.12.CivicsPD.1.a [3] Assess the impact gender, property ownership, religion, and legal status had on a person's political rights.	
6.1.12.CivicsPD.1.a [4] Using Puritan town hall meetings and the House of Burgesses, analyze the factors that led to an increase in the political rights and participation in government.	
Identify and explain the interactions and conflicts between native groups and North American Settlers (Required content: French and British).	
Compare the interactions and conflicts that existed between different native groups and North American settlers.	
Analyze how these interactions and conflicts impacted the relationship between the natives and North American settlers.	
6.1.12.EconGE.1.a [1] Define mercantilism and capitalism as they relate to the American Colonies.	
6.1.12.EconGE.1.a [2] Explain how mercantilism and capitalism conflicted during the development of the American colonies.	

United States History 1 Unit 2: Revolution and the New Nation Section 2.1	Suggested Pacing: 5 Sessions
Unit Focus: A New American Identity	
NJSLS-SS Performance Expectations	
6.1.12.HistoryCA.2.a Research multiple perspectives to explain the struggle to create an American identity.	
6.1.12.HistoryUP.2.a Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.	
6.1.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
6.1.12.HistoryCA.2.a [1] Identify the political, social, and economic values that created the American identity.	
6.1.12.HistoryCA.2.a [2] Explain the political, social, and economic struggles the American Colonists overcame under British rule to create their American identity (For example: Pre- Revolutionary War Tensions)	
6.1.12.HistoryCA.2.a [3] Explain how the political, social, and economic struggles face by the American Colonist led to the creation of the Declaration of Independence.	
6.1.12.HistoryCA.2.a [4] Research and use multiple perspectives to explain the struggle to create an American identity (Required content: respect for liberty, equality, individualism, representative government, private property rights, and separation of church and state).	
6.1.12.HistoryUP.2.a [1] Identify and compare the roles of African Americans, Native Americans, and women in the colonies during the 18th century using primary sources (Required content: slave narratives, Abigail Adams' <i>Remember the Ladies</i> , Continental Congress's Speech to the Six Nations).	
6.1.12.HistoryUP.2.a [2] A. Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. B. Identify the ways in which Abigail Adams, Betsy Ross, Molly Pitcher and others contributed to the American society during the Revolution.	

United States History 1 Unit 2: Revolution and the New Nation Section 2.2	Suggested Pacing: 14 Sessions
Unit Focus: America's First Attempt to Create a Government	
NJSLS-SS Performance Expectations	
6.1.12.EconEM.2.b Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.	
6.1.12.GeoPP.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	
6.1.12.GeoPP.2.b Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	
6.1.12.HistoryCC.2.b Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).	
6.1.12.CivicsPI.14.b Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	
6.1.12.CivicsPI.2.a Prepare and articulate a point of view about the importance of individual rights, separation of powers, and	

governmental structure in New Jersey's 1776 constitution and the United States Constitution.
6.1.12.CivicsPD.2.a Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:
6.1.12.EconEM.2.b [1] Identify the economic challenges, including domestic (For example: inflation, debt) and foreign trade policy issues, of the North and South.
6.1.12.EconEM.2.b [2] Describe the attempts to respond to economic challenges, including domestic (For example: inflation, debt) and foreign trade policy issues, made by the new state governments and national government.
6.1.12.EconEM.2.b [3] Analyze the effectiveness of the state and national government attempts at responding to the economic challenges facing the country.
6.1.12.GeoPP.2.a [1] Identify and compare the regional differences in the United States during the late 18th century.
6.1.12.GeoPP.2.a [2] Examine ways the United States attempted to create an American identity during this time.
6.1.12.GeoPP.2.a [3] Describe how new forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.
6.1.12.GeoPP.2.a [4] Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.GeoPP.2.b [1] Explain the Northwest Ordinance.
6.1.12.GeoPP.2.b [2] Identify the disputes (For example: <i>In re Clark</i> (1821), <i>Lasselle v State</i> (1820)) in the late 18th century over Western lands and the expansion of slavery.
6.1.12.GeoPP.2.b [3] Assess the effectiveness of the Northwest Ordinance in resolving disputes over Western Lands and halting the spread of slavery in the old Northwest territories.
6.1.12.HistoryCC.2.b [1] Identify and describe the intellectual origins of American Foundational Documents (Required content: Declaration of Independence, the Constitution, and the Bill of Rights).
6.1.12.HistoryCC.2.b [2] Summarize and connect the themes of the Foundational Documents (Required content: Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.HistoryCC.2.b [3] Identify countries in which democracy spread during the 17th and 18th centuries (For example: France, Haiti.).
6.1.12.HistoryCC.2.b[4] Analyze how the Foundational Documents (Required content: Declaration of Independence, the Constitution, and the Bill of Rights) helped spread democracy around the world
6.1.12.CivicsPI.14.b [1] Identify the three branches of the United States government and define the roles of each.
6.1.12.CivicsPI.14.b [2] Examine the concept of separation of powers (Required content: Locke and Montesquieu) and how this works within the three branches of government (For Example: legislative-power of the purse; executive-veto power; governmental oversight; judicial-judicial review).
6.1.12.CivicsPI.14.b [3] Analyze the effectiveness of the separation of powers as embedded into the US Constitution by James Madison.
6.1.12.CivicsPI.14.b [4] Evaluate the effectiveness of the responses created through the checks and balance system (For Example: War Powers Act, Supreme Court orders in response to Nixon tapes, Congressional hearings, congressional inquiries).
6.1.12.CivicsPI.2.a [1] Describe the individual rights, separation of powers, and governmental structure in New Jersey's 1776 Constitution and the United States Constitution.
6.1.12.CivicsPI.2.a [2] Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
6.1.12.CivicsPD.2.a [1] Explain the arguments of the Federalist and Anti-Federalists and identify who represented each group.

6.1.12.CivicsPD.2.a [2] Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates.

6.1.12.CivicsPD.2.a [3] Analyze the continuing relevance of the stances made by the Federalists and Anti-Federalists.

United States History 1
Unit 2: Revolution and the New Nation
Section 2.3

Suggested Pacing: 8 Sessions

Unit Focus: Early Foreign and Domestic Policy

NJSLS-SS Performance Expectations

6.1.12.CivicsPI.2.b Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.

6.1.12.EconEM.2.a Explain how the United States economy emerged from British mercantilism.

6.1.12.HistoryCC.2.a Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.CivicsPR.2.a Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

6.1.12.CivicsPI.2.b [1] Explain the emergence of political parties in the United States (Required content: Federalists and Democratic-Republicans).

6.1.12.CivicsPI.2.b [2] Identify the the views of early political parties on the distribution of powers between national and state governments and foreign affairs.

6.1.12.CivicsPI.2.b [3] Analyze the role that Thomas Jefferson and Alexander Hamilton played on the crafting of the political platforms for each party.

6.1.12.CivicsPI.2.b [4] Compare and contrast the views of early political parties on centralized government (Required content: strong states vs. strong federal) and foreign affairs with the views of today's political parties.

6.1.12.EconEM.2.a[1] Define mercantilism.

6.1.12.EconEM.2.a [1] Identify and explain the economy of the United States in the late 18th century.

6.1.12.EconEM.2.a [2] Explain how the United States economy emerged from British mercantilism.

6.1.12.HistoryCC.2.a [1] Explain the development of American trade in the late 1700s.

6.1.12.HistoryCC.2.a [2] Identify the American foreign and domestic policies of the late 1700s.

6.1.12.HistoryCC.2.a [3] Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.CivicsPR.2.a [1] Define judicial review.

6.1.12.CivicsPR.2.a [2] Examine how judicial review helped the Supreme Court assert itself as a separate and influential branch of the government using primary sources (Required content: *Marbury v Madison*, 1803 and *McCulloch v. Maryland*, 1819).

6.1.12.CivicsPR.2.a [3] Construct an argument examining the continuing power and impact of the Supreme Court's on the United States government today.

United States History 1 Unit 3: Expansion and Reform Section 3.1	Suggested Pacing: 32 Sessions
Unit Focus: Early American Reforms	
NJSLS-SS Performance Expectations	
6.1.12.Civics.PI.3.b Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.	
6.1.12.HistoryDP.3.b Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	
6.1.12.EconGE.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	
6.1.12.HistoryCA.3.b Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.	
6.1.12.EconET.3.a Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	
6.1.12.HistoryCC.3.b Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.	
6.1.12.HistoryUP.2.c Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).	
6.1.12.EconNE.5.a Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.	
6.1.12.HistoryDP.3.c Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.	
Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.	
6.1.12.HistoryUP.3.b Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.	
6.1.12.HistorySE.2.a Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.	
6.1.12.CivicsDP.3.a Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).	
6.1.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	
6.1.12.GeoSV.3.a Evaluate the impact of Western settlement on the expansion of United States political boundaries.	
6.1.12.HistoryUP.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods, e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
6.1.12.Civics.PI.3.b [1] Explain how Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws (Required content: the Marshall Court decisions such as <i>Marbury vs Madison</i> 1803, <i>McCulloch v. Maryland</i> 1819, <i>Dartmouth College v. Woodward</i> 1819, <i>Gibbons v. Ogden</i> , 1824).	
6.1.12.Civics.PI.3.b [2] Describe how the Supreme Court (Required content: John Marshall) increased the power of the national government and promoted national economic growth during this era.	

6.1.12.HistoryDP.3.b [1] Identify and describe the government treaties, policies, and actions (Required content: Indian Removal Act, Trail of Tears) that resulted in Native American forced migration and removal.
6.1.12.HistoryDP.3.b [2] Explain how expansion of the cotton economy into the Southwestern territories impacted government treaties, policies, and actions (Required content: Indian Removal Act, Trail of Tears)
6.1.12.HistoryDP.3.b [3] Judge the fairness of government treaties, policies, and actions (Required content: Indian Removal Act, Trail of Tears) that resulted in Native American migration and removal.
6.1.12.EconGE.3.a [1] Identify technological developments during the Market Revolution.
6.1.12.EconGE.3.a [2] Describe how innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods. (Required content: cotton gin and steam engine).
6.1.12.EconGE.3.a [3] Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.HistoryCA.3.b [1] Identify the different groups that immigrated into the United States during the early 19th century.
6.1.12.HistoryCA.3.b [2] Use primary sources (For example: select commentary of Alexander de Tocqueville) representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
6.1.12.EconET.3.a [1] Identify the wealth of natural resources in the early 18th century.
6.1.12.EconET.3.a [2] Explain how natural resources affected the economic development of the United States.
6.1.12.EconET.3.a [3] Explain how natural resources affected the quality of life of individuals.
6.1.12.HistoryCC.3.b [1] Research and compare religion, music, literature, and media in American culture over different time periods.
6.1.12.HistoryCC.3.b [2] Identify the role of religion, music, literature, and media in culture.
6.1.12.HistoryCC.3.b [3] Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.HistoryCC.3.b [4] Identify the role of the Second Great Awakening and Transcendentalism on American literature.
6.1.12.HistoryUP.2.c [1] Define key American ideals put forth in the Constitution (Required content: due process, rule of law, and individual rights).
6.1.12.HistoryUP.2.c [2] Explain why American ideals (Required content: due process, rule of law, and individual rights) put forth in the Constitution have been denied to different groups of people (For example: African Americans, women, Native Americans) over time .
6.1.12.EconNE.5.a [1] Describe the contributions Horace Mann made to education in the United States.
6.1.12.EconNE.5.a [2] Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.HistoryDP.3.c [1] Identify the origins of the antislavery movement.
6.1.12.HistoryDP.3.c [2] Describe the impact of particular events, such as the <i>US v. Amistad</i> (1841) decision, on the antislavery movement.
6.1.12.HistoryDP.3.c [3] Examine the origins and impact of the Abolitionist Reform Movement of the 19th Century.
6.1.12.HistoryUP.3.b [1] Identify multiple perspectives of slavery.
6.1.12.HistoryUP.3.b [2] Compare and contrast the claims used to justify the arguments of pro slavery forces and abolitionists (Required content: William Lloyd Garrison, Frederick Douglass and George Fitzhugh).
6.1.12.HistoryUP.3.b [3] Analyze why the claims of abolitionists and pro-slavery forces became increasingly unable compromise by the 1830s and 1840s.

6.1.12.HistorySE.2.a [1] Identify the roles and rights of women in the 18th century.
6.1.12.HistorySE.2.a [2] Explain the arguments for and against new womens' rights and roles in the 18th century.
6.1.12.HistorySE.2.a [3] Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
6.1.12.CivicsDP.3.a [1] Identify the successes and failures of political and social reform movements in New Jersey and across the nation during the Antebellum period.
<p>6.1.12.CivicsDP.3.a [2]</p> <p>A. Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (Required content: the 1844 State Constitution, abolition, women's rights, and temperance).</p> <p>B. Examine how women and African Americans led many of the successful antebellum reform movements, including temperance, abolition and women's rights. Explain the contributions of key individuals include, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Sojourner Truth and Frederick Douglass.</p>
6.1.12.GeoSV.3.a [1] Identify the expansion of United States political boundaries during the 19th century.
6.1.12.GeoSV.3.a [2] Explain Manifest Destiny and its impact on Western settlement.
6.1.12.GeoSV.3.a [3] Evaluate the impact of Western settlement on the expansion of the United States political boundaries.
6.1.12.HistoryUP.3.a [1] Identify the effect of expansion on multiple perspectives over different time periods, including Native American/European, Native American/White settlers, American/Latin American, American/Asian.
6.1.12.HistoryUP.3.a [2] Compare and contrast the effect of expansion on multiple perspectives over different time periods,including Native American/European, Native American/White settlers, American/Latin American, American/Asian.
6.1.12.HistoryUP.3.a [3] Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods, including Native American/European, Native American/White settlers, American/Latin American, American/Asian.

United States History 1 Unit 4: Civil War and Reconstruction Section 4.1	Suggested Pacing: 16 Sessions
Unit Focus: The Lead up to the Civil War	
NJSLS-SS Performance Expectations	
6.1.12.HistoryCA.3.a Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	
6.1.12.CivicsPI.3.a Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.	
6.1.12.CivicsPR.4.a Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e. Secession) led to the Civil War.	
6.1.12.EconET.4.a Assess the role that economics played in enabling the North and South to wage war.	
6.1.12.GeoSV.4.a Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.	
6.1.12.HistoryUP.4.b Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.	
6.1.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	
6.1.12.CivicsDP.4.b Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).	
6.1.12.EconNE.4.a Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	
6.1.12.HistoryNM.5.a Compare and contrast economic developments and long-term effects of the Civil War on the economies of the North and the South.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
6.1.12.HistoryCA.3.a [1] Define Nullification and States' Rights.	
6.1.12.HistoryCA.3.a [2] Examine primary and secondary sources (Required content: John C Calhoun's South Carolina Exposition) to demonstrate how states' rights and sectional interests influenced party politics and shaped national policies.	
6.1.12.HistoryCA.3.a [3] Analyze how evolving ideas of States' Rights and Nullification influenced both the Missouri Compromise and Compromise of 1850.	
6.1.12.CivicsPI.3.a [1] Identify and define the democratic institutions and practices (Required content: sectionalism) of the early 19th century.	
6.1.12.CivicsPI.3.a [2] Analyze primary and secondary sources (For example: Free Soil Party, Know Nothing Party, Lincoln-Douglas Debates) to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices (Required content: sectionalism).	
6.1.12.CivicsPR.4.a [1] Identify and describe the prevailing attitudes, socioeconomic factors, and government actions (Required content: Compromise of 1850 , Fugitive Slave Act and <i>Dred Scott vs. Sandford</i> 1857) in the North and South.	
6.1.12.CivicsPR.4.a [2] Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (Required content: the Fugitive Slave Act, <i>Uncle Tom's Cabin</i> , and Dred Scott Decision) in the North and South (Required content: Secession) led to the Civil War.	
6.1.12.CivicsPR.4.a [3] Describe how the courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict. (Required content: Stephen Douglas, popular sovereignty, repeal of the Missouri Compromise, "Bleeding Kansas")	

6.1.12.EconET.4.a [1] Compare and contrast the economies of the North and South.
6.1.12.EconET.4.a [2] Assess the various factors that contributed to the Union victory in the Civil War (Required content: Northern population, economy, railroad networks, established government, leadership of Lincoln, moral cause, total war).
6.1.12.GeoSV.4.a [1] Identify military, political, and economic decisions during the Civil War.
6.1.12.GeoSV.4.a [2] Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the Civil War.
6.1.12.HistoryUP.4.b [1] 6.1.12.HistoryUP.4.b [1] Use primary sources (Required content: The Negro in the Civil War, American Freedmen's Inquiry Commission, Emancipation Proclamation, and <i>Uncle Tom's Cabin</i>) to describe the experiences of African Americans who lived in the Union and Confederate states before and during the Civil War.
6.1.12.HistoryUP.4.b [2] A. Use primary sources (Required content: The Negro in the Civil War, American Freedmen's Inquiry Commission, Emancipation Proclamation, and <i>Uncle Tom's Cabin</i>) to compare and contrast the experiences of African Americans who lived in the Union and Confederate states before and during the Civil War B. Examine the experiences of enslaved African Americans during the Antebellum period through the use of excerpts from <i>The Narrative of the Life of Frederick Douglass</i> . And explain Frederick Douglass' contributions to the abolition movement.
6.1.12.CivicsDP.4.b [1] Describe the ideas found in key documents (Required content: the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.CivicsDP.4.b [2] Summarize and connect the theme of equality found throughout key documents (Required content: the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.CivicsDP.4.b [3] Analyze how ideas found in key documents contributed to demanding equality for all (Required content: the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address.)
6.1.12.EconNE.4.a [1] Identify and describe the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.EconNE.4.a [2] Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.HistoryNM.5.a [1] Describe the economies in the North, South, and West in the post-Civil War period.
6.1.12.HistoryNM.5.a [2] Compare and contrast the economies in the North, South, and West in the post-Civil War period.
6.1.12.HistoryNM.5.a [3] Compare and contrast the long-term effects of the Civil War on the economies of the North and South.

United States History 1 Unit 4: Civil War and Reconstruction Section 4.2	Suggested Pacing: 12 Sessions
Unit Focus: Reconstruction	
NJSLS-SS Performance Expectations	
6.1.12.HistoryCA.4.c Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.	
6.1.12.HistoryUP.4.a Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	
6.1.12.CivicsDP.4.a Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.	
6.1.12.HistoryCC.4.a Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.	
6.1.12.GeoPP.4.a Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.	
6.1.12.HistoryUP.2.b Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.	
6.1.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	
6.1.12.HistoryCC.4.b Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
6.1.12.HistoryCA.4.c [1] Describe and compare the various plans (Required content: Lincoln, Johnson, Congressional) on how to reunite the country after the Civil War.	
6.1.12.HistoryCA.4.c [2] Analyze the various plans (Required content: Lincoln, Johnson, Congressional) on how to reunite the country after the Civil War.	
6.1.12.HistoryCA.4.c [3] Assess the extent to which enacted Reconstruction policies achieved their goals.	
6.1.12.HistoryUP.4.a [1] Describe political, economic, social, and sectional perspectives on Reconstruction	
6.1.12.HistoryUP.4.a [2] Describe the resistance of some Southern individuals and states during Reconstruction	
6.1.12.HistoryUP.4.a [3] Assess the effect of conflicting political, economic, social, and sectional perspectives on the resistance (For Example: voter intimidation, Black codes, Ku Klux Klan, etc.) of some Southern individuals and states during Reconstruction.	
6.1.12.CivicsDP.4.a [1] Define and explain the 13th, 14th, and 15th Amendments.	
6.1.12.CivicsDP.4.a [2] Using historiographical analysis, examine the various schools of thought for and against the expansion of black rights in the South during Reconstruction.	
6.1.12.CivicsDP.4.a [3] Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.	
6.1.12.HistoryCC.4.a [1] Describe the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.	
6.1.12.HistoryCC.4.a [2] Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.	
6.1.12.GeoPP.4.a [1] Identify population shifts and migration patterns during the Reconstruction period.	
6.1.12.GeoPP.4.a [2] Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction	

period.
6.1.12.HistoryUP.2.b [1] Describe the development and activities of black communities in the North and South before and after the Civil War.
6.1.12.HistoryUP.2.b [2] Identify the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
6.1.12.HistoryUP.2.b [3] Analyze how Reconstruction altered relationships between the states and the federal government and impacted the rights of the African Americans community (Required content: black codes, Civil Rights Act of 1866, Fourteenth Amendment, Fifteenth Amendment).
6.1.12.HistoryCC.4.b [1] Identify the impact of the American Civil War in terms of the consequences of costs, reconstruction, people's lives, and work.
6.1.12.HistoryCC.4.b [2] Identify the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
6.1.12.HistoryCC.4.b [3] Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

United States History 1 Unit 5: The Development of the Industrial United States Section 5.1	Suggested Pacing: 6 Sessions
Unit Focus: Big Business	
NJSLS-SS Performance Expectations	
6.1.12.EconEM.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.	
6.1.12.EconEM.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	
6.1.12.GeoPP.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	
6.1.12.HistoryNM.5.b Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	
6.1.12.EconNE.6.a Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
6.1.12.EconEM.5.a [1] Define monopoly.	
6.1.12.EconEM.5.a [2] Describe the economic practices of corporations and monopolies (Required content: U.S. Steel, Standard Oil).	
6.1.12.EconEM.5.a [1] Identify industrial and financial systems (For Example: banks, businesses).	
6.1.12.EconEM.5.a [2] Describe the governmental efforts to regulate industrial and financial systems (For Example: banks, businesses) in order to provide economic stability.	
6.1.12.EconEM.5.a [3] Assess the impact of governmental efforts to regulate industrial and financial systems (For Example: banks, businesses) in order to provide economic stability.	
6.1.12.GeoPP.5.a [1] Identify the Homestead Act.	
6.1.12.GeoPP.5.a [2] Describe why transcontinental railroads and man-made waterways were necessary.	
6.1.12.GeoPP.5.a [3] Analyze the impact of the Homestead Act, the availability of land and natural resources, and the development of	

transcontinental railroads and waterways on the nationwide economy and the population.
6.1.12.HistoryNM.5.b [1] Identify the business cycle (Required content: recessions, depressions, panics, economic prosperity).
6.1.12.HistoryNM.5.b [2] Analyze the economic impact of periods of expansion and recession on the individuals and businesses (For Example: Panic of 1873, Panic of 1893).
6.1.12.HistoryNM.5.b [3] Analyze the impacts of the economic practices of corporations and monopolies on individuals and the nation.
6.1.12.HistoryNM.5.b [4] Evaluate why government regulations such as the Sherman AntiTrust Act became necessary.
6.1.12.EconNE.6.a [1] Define money, investment, credit, savings, debt, and identify major financial institutions during this time period.
6.1.12.EconNE.6.a [2] Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

United States History 1 Unit 5: The Development of the Industrial United States Section 5.2	Suggested Pacing: 7 Sessions
Unit Focus: Immigration and Urbanization	
NJSLS-SS Performance Expectations	
6.1.12.HistoryCC.5.a Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.	
6.1.12.HistoryCA.5.a Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	
6.1.12.HistoryUP.5.a Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	
6.1.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	
6.1.12.CivicsDP.5.a Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	
6.1.12.GeoHE.5.a Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
6.1.12.HistoryCC.5.a [1] Describe labor unions.	
6.1.12.HistoryCC.5.a [2] Summarize conditions that led to the creation of labor and agricultural organizations that protect the rights of workers.	
6.1.12.HistoryCC.5.a [3] Evaluate why the creation of labor and agricultural organizations (Required content: American Federation of Labor, Knights of Labor, Grange Movement) was necessary.	
6.1.12.HistoryCC.5.a [4] Determine the impact of labor and agricultural organizations (Required content: American Federation of Labor, Knights of Labor, Grange Movement) on workers' rights over time.	
6.1.12.HistoryCC.5.a [5] Determine the impact of labor and agricultural organizations (Required content: American Federation of Labor, Knights of Labor, Grange Movement) on economics and politics over time.	
6.1.12.HistoryCA.5.a [1] Describe public education in the United States during this time period.	
6.1.12.HistoryCA.5.a [2] Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	
6.1.12.HistoryCA.5.a [3] Determine the role of public education in addressing the social and economic conditions of the late 19th century including the American identity and industrialization)	

6.1.12.HistoryUP.5.a [1] Identify challenges faced by immigrants as a result of gender, race, ethnicity, or occupation.
6.1.12.HistoryUP.5.a [2] Compare and contrast the experiences of immigrants during this time period.
6.1.12.HistoryUP.5.a [3] A. Using primary sources including oral histories from Ellis Island, PBS, or the Library of Congress, to relate varying immigrants' experiences to gender, race, ethnicity, or occupation. B. Examine the immigrant experience as witnessed through various ethnic groups that entered the US at Ellis Island including Eastern Europeans.
6.1.12.CivicsDP.5.a [1] Identify government policies and actions including the Civil Rights Act of 1866, Civil Rights Act of 1875, and Civil Rights Act of 1883, to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.CivicsDP.5.a [2] Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.CivicsDP.5.a [3] Determine the conditions in the United States that made it necessary for the government to create policies and for citizens to create groups to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.GeoHE.5.a [1] Identify the changes to the environment and the quality of life in cities as a result of rapid urbanization.
6.1.12.GeoHE.5.a [2] Determine the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.GeoHE.5.a [3] Using evidence from primary and/or secondary sources including Jacob Riis' photographs or <i>How the Other Half Lives</i> , to generate an argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

United States History 1 Unit 6: The Emergence of Modern America: Progressive Reforms Section 6.1	Suggested Pacing: 8 Sessions
Unit Focus: The Progressive Movement	
NJSLS-SS Performance Expectations	
6.1.12.HistoryCC.5.b Explore factors that promoted innovation, entrepreneurship, and industrialization and determine its impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.	
6.1.12.CivicsPR.6.a Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.	
6.1.12.HistoryCA.5.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	
6.1.12.GeoHE.6.a Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.	
6.1.12.CivicsDP.6.a Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).	
6.1.12.HistoryCC.5.d Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).	
6.1.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	
6.1.12.CivicsDP.6.b Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
6.1.12.CivicsPR.6.a [1] Describe immigration during the late 19th century.	
6.1.12.CivicsPR.6.a [2] Describe the effects of immigration on urban culture and the workforce during the late 19th century in New Jersey and the United States (Required content: Paterson Silk Strike)	
6.1.12.CivicsPR.6.a [3] List the problems associated with immigration and urbanization in the late 19th century	
6.1.12.CivicsPR.6.a [4] List the technological innovations during the late 19th century.	
6.1.12.CivicsPR.6.a [5] Analyze the impact of technological innovation on agriculture and industry during the late 19th century in New Jersey and the United States.	
6.1.12.CivicsPR.6.a [1] Describe the social, economic, and political problems the United States faced at the beginning of the 20th century. (For example: Lewis Hine's photographs).	
6.1.12.CivicsPR.6.a [2] List the goals of Progressivism.	
6.1.12.CivicsPR.6.a [3] Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice by analyzing a variety of sources from multiple perspectives including The 18th Amendment and the Volstead Act, the 19th Amendment, the Meat Inspection Act, the Pure Food and Drug Act.	
6.1.12.CivicsPR.6.a [4] Analyze the contributions muckrakers made to the Progressive movement (Required content: Ida. M Tarbell and Upton Sinclair).	
6.1.12.HistoryCA.5.a [1] Identify labor and agricultural organizations including the American Federation of Labor, Congress of Industrial Organizations, the Farmers Alliance, the Populists that existed during this time period.	
6.1.12.HistoryCA.5.a [2] Evaluate the effectiveness of the steps taken by labor and agricultural organizations to improve economic opportunities for various groups including farmers and working class.	
6.1.12.GeoHE.6.a [1] Identify situations in which natural resources were being developed without regulation during the period of	

industrial expansion.
6.1.12.GeoHE.6.a [2] Explain the problems caused by the unregulated development of natural resources during the period of industrial expansion.
6.1.12.GeoHE.6.a [3] Outline the steps taken as part of the effort to conserve and protect natural resources during the period of industrial expansion.
6.1.12.GeoHE.6.a [4] Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.CivicsDP.6.a [1] Identify the problems that women sought to change in society and in the workplace.
6.1.12.CivicsDP.6.a [2] Describe the major reform movements organized by women that were designed to combat injustice, inequality and workplace safety (Required content: abolition, women's suffrage, and temperance movements).
6.1.12.CivicsDP.6.a [3] Analyze the effect these reform movements had on American society.
6.1.12.HistoryCC.5.d [1] Describe women's roles in society at the turn of the century.
6.1.12.HistoryCC.5.d [2] A. Define suffrage and describe the suffragettes strategies to achieve their objectives. B. Explain how the efforts of important leaders of the suffrage movement (Required content: Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) led to the ratification of the 19th amendment.
6.1.12.HistoryCC.5.d [3] List the successes of the efforts to expand women's rights.
6.1.12.CivicsDP.6.b [1] Identify African American advocacy organizations (Required content: the National Association for the Advancement of Colored People [NAACP]) that were created during this period.
6.1.12.CivicsDP.6.b [2] Determine United States Supreme Court decisions, including <i>Plessy v. Ferguson</i> , as well as state and local governmental policies that promoted discrimination (Required content: Jim Crow Laws).
6.1.12.CivicsDP.6.b [3] Analyze why the creation of African American advocacy organizations became necessary as a result of United States Supreme Court decisions as well as state and local governmental policies.

United States History 1		
Active Citizenship in the 21st Century		
NJSLS-SS Performance Expectations	Core Idea	Unit / NJSLS
6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.	Civic participation and deliberation are essential characteristics of productive citizenship.	
6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.	Governments around the world support universal human rights to varying degrees.	
6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	
6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary	Global economic activities involve decisions based on national interests, the exchange of	5.1 6.1.12.EconEM.5.a

Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.	different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	
6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).	Historical sources and evidence provide an understanding of different points of view about historical events.	2.2 6.1.12.HistoryCC.2.b
6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	

NJSLs Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills		Unit
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	1-6
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	1-6
9.4.12.CT.4	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	1-6
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task	1-6
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	1-6
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.	1-6
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	1-6
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	1-6
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	1-6
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.	1-6
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	1-6

* ID 9.2.12.CAP.11 duplicated in [NJDOE NJSLs file](#) page 1 and 2