



Burlington County Institute of Technology

Medford Campus

Westampton Campus

Honors US History I

Board Approval Date: August, 2023



Course Description

Honors US I is an intensive, in-depth analysis of United States history through World War I. Students in the honors track will be expected to challenge themselves academically and desire a rigorous course of study. Honors US I prepares students for the option to participate in AP World History.

Table of Contents

[Pacing Guide](#)

[Curriculum Maps](#)

[Unit 1: Colonization and Settlement \(Approx. 2 weeks\)](#)

[Unit 2: Revolution and the New Nation \(Approx. 3 weeks\)](#)

[Unit 3: Expansion and Reform \(Approx. 2 weeks\)](#)

[Unit 4: Civil War and Reconstruction \(Approx. 3 weeks\)](#)

[Unit 5: Development of the Industrial United States \(Approx. 2 weeks\)](#)

[Unit 6: Progressive Reforms \(Approx. 2 weeks\)](#)

[Unit 7: The Emergence of Modern America: World War I \(Approx. 2 weeks\)](#)

[Unit 8: Semester Project \(Approx. 2 weeks\)](#)

[Appendix A: Culturally Relevant Pedagogy Examples](#)

[Appendix B: English Language Learners](#)

[Appendix C: WIDA ELD Standards Integration](#)

[Appendix D: Differentiated Instruction](#)

[Appendix E: Enrichment](#)

[Appendix F: Resources](#)

[Appendix G: Climate Change Curriculum Statement](#)



Pacing Guide

Unit	Standards	Weeks
Unit 1: Colonization and Settlement	<ul style="list-style-type: none">6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a6.1.12.GeoGI.1.a6.1.12.EconGE.1.a6.1.12.HistoryCC.1.a6.3.12.CivicsHR.1	Approx. 2
Unit 2: Revolution and the New Nation	<ul style="list-style-type: none">6.1.12.CivicsPI.2.a, 6.1.12.CivicsPI.2.b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a6.1.12.GeoPP.2.a, 6.1.12.GeoPP.2.b6.1.12.EconEM.2.a, 6.1.12.EconEM.2.b, 6.1.12.EconEM.2.c6.1.12.HistoryCC.2.a, 6.1.12.HistoryCC.2.b, 6.1.12.HistoryUP.2.a, 6.1.12.HistoryUP.2.b, 6.1.12.HistoryUP.2.c, 6.1.12.HistorySE.2.a, 6.1.12.HistoryCA.2.a6.3.12.HistoryCA.1	Approx. 3
Unit 3: Expansion and Reform	<ul style="list-style-type: none">6.1.12.CivicsPD.1.a, 6.1.12.CivicsPI.3.a, 6.1.12.Civics.PI.3.b, 6.1.12.CivicsDP.3.a, 6.1.12.CivicsDP.3.b, 6.1.12.CivicsDP.3.c6.1.12.GeoSV.3.a6.1.12.EconET.3.a, 6.1.12.EconGE.3.a, 6.1.12.EconNE.3.a6.1.12.HistoryUP.3.a, 6.1.12.HistoryUP.3.b, 6.1.12.HistoryCA.3.a, 6.1.12.HistoryCA.3.b, 6.1.12.HistoryCC.3.a	Approx. 2
Unit 4: Civil War and Reconstruction	<ul style="list-style-type: none">6.1.12.CivicsDP.4.a, 6.1.12.CivicsDP.4.b, 6.1.12.CivicsPR.4.a6.1.12.GeoSV.4.a, 6.1.12.GeoPP.4.a6.1.12.EconET.4.a, 6.1.12.EconNE.4.a	Approx. 3



	<ul style="list-style-type: none"> 6.1.12.HistoryCC.4.a, 6.1.12.HistoryUP.4.a, 6.1.12.HistoryUP.4.b, 6.1.12.HistoryCC.4.b, 6.1.12.HistoryCA.4.c 	
Unit 5: Development of the Industrial United States	<ul style="list-style-type: none"> 6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a, 6.1.12.EconEM.5.a 6.1.12.GeoPP.5.a, 6.1.12.GeoHE.5.a 6.1.12.HistoryNM.5.a, 6.1.12.HistoryNM.5.b, 6.1.12.HistoryCC.5.a, 6.1.12.HistoryUP.5.a, 6.1.12.HistoryCA.5.a 	Approx. 2
Unit 6: Progressive Reforms	<ul style="list-style-type: none"> 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.GeoGM.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.c, 6.1.12.HistoryCC.6.d, 6.1.12.HistoryCA.6.a 	Approx. 2
Unit 7: The Emergence of Modern America: World War I	<ul style="list-style-type: none"> 6.1.12.CivicsDP.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCC.7.a, 6.1.12.HistoryCA.7.a, 6.1.12.HistoryCA.7.b, 6.1.12.HistoryCA.7.c, 6.1.12.HistoryUP.7.a 	Approx. 2
Unit 8: Semester Project	<ul style="list-style-type: none"> RH.9-10.1, RH.9-10.2, RH.9-10.4, RH.9-10.7 WHST.9-10.5, WHST.9-10.7, WHST.9-10.8 	Approx. 2

Key

*- Amistad (N.J.S.A 18A:35-4.43)

** - Holocaust and Genocides (N.J.S.A 18A:35-28)

***- AAPI (N.J.S.A 18:A35-4.36a)



Curriculum Maps

Unit 1: Colonization and Settlement (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSLS

1. North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
2. The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices.

NJSLS Standards:

- 6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted 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.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.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.**
- 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.

Enduring Understandings:

Essential Questions:

- What makes something fair or unfair?

- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
 - Civic participation and deliberation are essential characteristics of productive citizenship.
 - Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
 - Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.
 - Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
 - Constitutions, laws, treaties, and international agreements are created to maintain national and international order.
 - Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.
 - Historical, contemporary and emerging processes, rules, laws and policies address a variety of civic issues and are modified as societies change in an effort to promote the common good and protecting citizens' rights.
 - Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
 - Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- Were the colonists just in their actions against England?
 - What makes the government effective or ineffective?
 - How do you balance the will of the majority with the rights of the minority?
 - How and why is compromise achieved?
 - What is the purpose of the government?
 - What rights do and should people have?
 - What is power?
 - How should a government balance power?
 - Which is more important, national pride or economic stability?



- Resources impact what is produced and employment opportunities.
- Chronological sequencing serves as a tool for analyzing past and present events.
- To better understand the historical perspective, one must consider historical context.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Students will know:

- How European governmental, economic, and cultural institutions and ideologies were adapted to meet their needs in the New World.
- Why economic, social and political tensions led to the American Revolution.

Students will be able to:

- Create timelines from pre-colonial settlements to the Constitutional Convention.
- Analyze and make predictions using the Articles of Confederation, the Bill of Rights, the U.S. Constitution and the N.J. Constitution through the use of primary source documents.
- Identify significant geographic locations using maps.
- Create and present technology-based presentations.
- Write from multiple perspectives (e.g., RAFT template)
- Identify text features in historical documents as related to the Founding.
- Analyze primary source documents and political cartoons.
- Compare and contrast information using a Venn diagram, t-chart or other graphic organizer.

Assessment Evidence

Performance Tasks:

Suggested Formative/Summative Assessments:



- Tests
- Quizzes
- Projects
- Essay
- DBQ

- Homework
- Journals
- Writing Prompts
- Oral presentations
- Collaborative learning
- Large and small group discussions

Learning Plan

Learning Activities:

- Timeline of pre-colonial settlements to the Constitutional Convention.
- Compare and contrast colonial differences using a Venn diagram, t-chart, or other graphic organizer.
- Analyze documents to draw connections between mercantilist ideals and the rise of slavery.
- Colonization Simulation
- 6.3.12.CivicsHR.1- Slavery-comparing US to other slavery in history

Related Standards

Interdisciplinary connections and examples

English Language Arts Connection- Key Ideas and Details (NJSLSA.R5)

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Example: Using online articles related to the Early Colonization of America, students will annotate, draw connections and relate paragraphs/sections to each other using digital tools.

Technology (NJSLC-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Technology Literacy (9.4.12.TL.1)

- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.



Example: Students should assess digital tools based on features like accessibility options, capacities, and utility for accomplishing their technology-based presentations.

21st Century Skills (NJSL-Career Readiness, Life Literacies, and Key Skills)

Creativity and Innovation (9.4.12.CI.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Example: Students will demonstrate their ability to reflect, analyze, and use creative skills and ideas when they Write from multiple perspectives (e.g., RAFT template).

Social Emotional Learning

- Responsible decision-making

Culturally Relevant Connections

- Women would frequently dress as men in wartime to act as spies, soldiers and messengers.
- Immigration and religious tolerance

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Provide note-taking assistance (graphic organizer for notes, provide a standardized template for note-taking like outlines and skeleton notes)
- Repeat, clarify, or reword directions
- Adjust the depth of assignments
- Allow for extra time on multi-step assignments
- Digital resources to read and collect responses; Including predictive text and speech to text

ELL:

- Provide content-specific vocabulary ahead of time as frequently as possible
- Provide models for ELL's
- Seat ELL's next to a cooperative partner who they can turn and talk to for clarifying and processing information
- Read amount of reading/provide excerpts



Enrichment

- Extended learning goals:
 - ⇒ Simulate the decision-making process and challenges faced by early colonizers during colonization and settlement-students are divided into groups representing different colonial settlements. They research and make decisions about aspects such as location, crops, trade, laws, and relationships with other colonies. Each group presents their decisions and justifications to the class, followed by a discussion comparing and evaluating the approaches.
 - ⇒ Develop critical thinking and historical analysis skills by examining multiple perspectives and narratives surrounding colonization and settlement-students critically analyze primary and secondary sources related to colonization and settlement. They explore different narratives, including those of colonizers, indigenous peoples, and enslaved individuals, to understand the diverse experiences and viewpoints of the time. Students then present their findings, discussing the biases, contradictions, and implications of these narratives, fostering a nuanced understanding of the complexities of colonial history.

Unit 2: Revolution and the New Nation (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSLS

1. The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices.
2. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.



3. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

NJSLS Standards

- 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.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.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 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.
- 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.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 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.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 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.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.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.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.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.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and arguments explaining reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 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).

Enduring Understandings:

- Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance
- Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.*
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.*
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities
- Resources impact what is produced and employment opportunities.
- Chronological sequencing serves as a tool for analyzing past and present events.

Essential Questions:

- Did the Declaration of Independence establish the foundation of American government?
- Why and how did America declare independence?
- What determines the outcome of war?
- Was the American Revolution a radical revolution?
- Are political parties good for our nation?
- Should the U.S. seek alliances with other nations?
- Is the suppression of public opinion during times of crisis ever justified?
- Should we expect elections to bring about revolutionary changes?
- Was the Monroe Doctrine a policy of expansion or self defense?



Students will know:

- The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.
- How debates about individual rights, states' rights, and federal power influenced political debates.

Students will be able to:

- Analyze and make predictions using the primary source documents, secondary sources, and connections through current events
- Create and present technology-based presentations.
- Identify text features in historical documents as related to Expansion.
- Create timelines, connecting causes and effects specific to the unit on Expansion
- Compare and contrast information using a Venn diagram, t-chart or other graphic organizer.

Assessment Evidence

Suggested Performance Tasks:

- Tests
- Quizzes
- Projects
- Essay
- DBQ

Suggested Formative/Summative Assessments:

- Class based discussion and debate
- Writing prompts/skeleton notes
- Presentations
- Small group differentiated assignments
- Homework

Learning Plan

Learning Activities:

- Causes of the American Revolution DBQ
- Primary source documents involving the roles of various groups (women, African Americans, Loyalists, Native Americans) during the Revolutionary War*



- Constitutional issue debates and simulations
- Close reading (or other interpretive strategy) of Declaration of Independence
- Discussion of application of Constitutional ideals to women, African Americans, Native Americans and other minority groups*
- 6.3.12.HistoryCA.1-Constitution

Related Standards

Interdisciplinary connections and examples

English Language Arts Connection- Key Ideas and Details (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

Example: Analysis of Early documents related to the founding of the US (Mayflower Compact, Articles of Confederation, Declaration of Independence) and their influence on the US Constitution.

Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Technology Literacy (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

Example: Working in small groups on segmented learning objectives, students come together to present their findings and collectively create the final product.

21st Century Skills (NJSLs-Career Readiness, Life Literacies, and Key Skills)

Technology Literacy (9.4.12.TL.3)

- Analyze the effectiveness of the process and quality of collaborative environments.

Example: When working on the constitutional issue debates and simulations, students can be asked to analyze the effectiveness of the process and quality of the collaborative environment.



Social Emotional Learning

- Evaluate personal, ethical, safety and civic impact of decisions
- Utilize positive communication and social skills to interact effectively with others

Culturally Relevant Connections

- European impact of Enlightenment thinker's and the results on Absolute Monarchy's (France, Austria)
- Explore the diverse groups and individuals involved in the American Revolution and the formation of the new nation. Discuss the contributions of African Americans, Native Americans, women, and immigrants during this period. Highlight figures such as Crispus Attucks, who was of African and Native American descent and is considered the first casualty of the American Revolution. This approach emphasizes that the struggle for independence involved people from various backgrounds.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Repeat, clarify, or reword directions
- Allow for extra time on multi-step assignments
- Confirm understanding of direction
- Digital resources to read and collect responses; Including predictive text and speech to text
- Provide graphic-organizers, templates and note-taking assistance for identified students

ELL:

- Seat ELL's next to a cooperative partner who they can turn and talk to for clarifying and processing information
- Limit amount of reading/provide excerpts
- Provide extra class time and wait time for responses

Enrichment

- Extended learning goals:
 - ⇒ Students can collaborate with peers in an art class to create a piece of original art that captures a



- theme coming out of the study of Revolution and the New Nation.
- ⇒ Students can debate the essential question- 'Are political parties good for our nation?' and then self assess the strengths and weaknesses of the arguments presented.

Unit 3: Expansion and Reform (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSLS

1. The rapid expansion and transformation of the American economy contributed to the regional tensions, social reforms, political compromises and expansion of democratic practices.
2. Multiple political, social, and economic factors caused American territorial expansion.

NJSLS Standards

- 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.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.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. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. **
- 6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.*
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.**
- 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.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.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 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)*, **, ***
- 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.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). • 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.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Enduring Understandings:

- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- Resources impact what is produced and employment opportunities
- Economic globalization affects economic growth, labor markets, human rights guarantees, the

Essential Questions:

- Was the Era of Good Feelings good for everyone?
- Was the Monroe Doctrine a policy of expansion or self defense?
- How did railroads help economic growth and national unity?
- Have reformers had a significant impact on the problems of American society?*
- Were abolitionists responsible reformers or irresponsible agitators?*



environment, resource allocation, income distribution, and culture

- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- To better understand the historical perspective, one must consider historical context.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Students will know:

- Why rapid expansion of the American economy contributed to regional differences and cultural/social tensions.
- How transformations to the American economy contributed to political compromises and social reforms.
- What caused ideological, economic and political differences about the future course of the nation.

Students will be able to:

- Explain how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period.
- Analyze the causes and impacts of immigration and Native American policy during this time period.**
- Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.*
- Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- Analyze how technological developments transformed the economy, created international markets, and



affected the environment in New Jersey and the nation.

- Evaluate the increased importance of education during this time period.
- Compare and contrast how expansion created opportunities for some groups and hardships for other groups.
- Evaluate multiple perspectives and claims used to justify slavery.*
- Demonstrate how states' rights and sectionalism defined national policies.*

Assessment Evidence

Suggested Performance Tasks:

- Unit Exam
- Quizz(es)
- Group assignment/Project
- Essay
- DBQ
- Written responses
- Homework reading(s)

Suggested Formative/Summative Assessments:

- Oral presentations
- Grouped readings and reports
- Homework
- Graphic Organizers
- Online skeleton notes

Learning Plan

Learning Activities:

- Missouri Compromise Map Analysis
- Create children's book about technology and its role in American expansion/growth
- Indian Removal Act (and related documents) DBQ analysis**
- Analysis of Amistad ruling*
- Cotton Gin Document Analysis*
- Compare and contrast arguments made regarding slavery and immigration during this time period (using primary sources)*

Related Standards

Interdisciplinary connections and examples



Science Connection-

Biological Evolution: Unity and Diversity (HS-LS4-4)

- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Example: Students can research and analyze the impact of westward expansion on specific ecosystems. They investigate changes in species composition, habitat loss, and disrupted ecological interactions, and present their findings to demonstrate the interdependence between organisms and their environment during this historical period.

Technology (NJSLC-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Ethics & Culture (8.2.12.EC.1)

- Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Example: Student examples of cell phones in the classroom as technological expansion similar to the Industrial Revolution

21st Century Skills (NJSLC-Career Readiness, Life Literacies, and Key Skills)

Creativity and Innovation (9.4.12.CI.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Example: Students will demonstrate the ability to reflect, analyze, and use creative skills and ideas when creating children's book about technology and its role in American expansion/growth.

Information and Media Literacy (9.4.12.IML.5) / Climate Change

- Evaluate, synthesize, and apply information on climate change from various sources appropriately

Example: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

Climate Change



- When addressing standard- 6.1.12.EconGE.3.-students can research and analyze how technological developments have transformed the economy, created international markets, and affected the environment in New Jersey and the nation. Working in small groups, students will gather information and examples to support their analysis. They will then create visually engaging presentations and present their findings to the class, leading to a discussion on the overall impact of technology on the economy, global markets, and the environment.

Social Emotional Learning

- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds as related to the Native groups exposed in the Westward expansion of the US.

Culturally Relevant Connections

- During the time of Westward expansion the BIA was created to deal with Native Tribes. How do those tribes and the BIA interact today?
- The Berdache, or Two-Spirited People (Native American LGBTQ)

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Repeat, clarify, or reword directions
- Allow for extra time on multi-step assignments
- Confirm understanding of direction
- Digital resources to read and collect responses; Including predictive text and speech to text
- Provide graphic-organizers, templates and note-taking assistance for identified students

ELL:

- Provide models for ELL's
- Limit amount of reading/provide excerpts
- Provide extra class time and wait time for responses
- Seat ELL's next to a cooperative partner who they can turn and talk to for clarifying and processing information

Enrichment



- Extended learning goals:
 - ⇒ Create timelines of Enlightenment thinkers and their related philosophies.
 - ⇒ Analyze the language barriers and impacts on trade between Native and American explorers.

Unit 4: Civil War and Reconstruction (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSLS

1. The Civil War was caused by ideological, economic, and political differences about the future course of the nation.
2. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

NJSLS Standards:

- 6.1.12.CivicsDP.4.a: 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.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.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.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.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
- 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.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.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.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.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.
- 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.

Enduring Understandings:

- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.*
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
- Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Resources impact what is produced and employment opportunities.

Essential Questions:

- What does equality really mean?*
- What are the causes and consequences of division in a nation?
- Was slavery the cause of the Civil War?*
- Why did the Union win the Civil War?
- What impact did political and military leadership have on the conduct of the war?
- How does war affect the economy?
- How did the war affect minorities during the war?*
- What are the lasting effects of the Civil War?
- Does racial equality depend upon government actions?*
- How do you balance the will of the winners and the rights of the losers following war?



- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- There are multiple and complex causes and effects of events from the past.
- To better understand the historical perspective, one must consider historical context
- Complex interacting factors influence people's perspective.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past

Students will know:

- The Civil War was caused by ideological, economic, and political differences about the future course of the nation.
- Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Students will be able to:

- Define the Causes and related Effects that led to the Civil War.
- Cite the arguments of the abolitionists and the Southern States, regarding slavery, as defined in the Constitution.*
- Utilize timelines and secondary sources to analyze specific battles and outcomes, such as: Gettysburg, Fort Sumter, Battle of Bull Run, Second Battle of Bull Run, Vicksburg and the Battle of Atlanta.
- Demonstrate understanding of the Lincoln, Douglas debates and outcomes by conducting a mock debate.
- Responses to how political decisions at the time led to the Civil War



Assessment Evidence

Performance Tasks:

- Unit exam
- Quizz(es)
- Home Reading assessment and Comprehension questions
- Unit Project
- Essay
- DBQ

Suggested Formative/Summative Assessments:

- In class debate/Discussion
- Completed online organizers
- Oral Presentations
- Homework
- Class/group participation

Learning Plan

Learning Activities:

- Current events - Student led connections to modern events and relation to the curriculum
- Political maps and the electoral college - Using the election of 1860 to explain the impact of political parties and the electoral college.
- War/Battles - Timeline of events and outcomes from specific battles during the Civil war (i.e. Fort Sumter, Battle of Atlanta).
- Connection of Causes of the Civil War - Analysis of the Dred Scott decision, Missouri Compromise, Fugitive Slave Act and Bleeding Kansas.*
- Relate the political impacts of decisions made at this time to the outcomes and Causes of the Civil War
- Determine the impact of technological advancements on the outcome of the war.
- Close read of Emancipation Proclamation and/or Gettysburg Address.*
- Debate on the effectiveness of Reconstruction*

Related Standards

Interdisciplinary connections and examples

English Language Arts Connection-
Key Ideas and Details (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.

Example: Using the Causes of the Civil War to determine what caused the violent split within the US. Students develop a timeline of events in both perspectives

English Language Arts Connection-

Research to Build and Present Knowledge (NJSLSA.W9)

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

Example: Using the Emancipation Proclamation, determine the intent on impacting the War from Lincoln's perspective.

Technology (NJSLC-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Ethics & Culture (8.2.12.EC.1)

- Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Example: Students can analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in how decisions are made when they determine the impact of technological advancements on the outcome of the war.

21st Century Skills (NJSLC-Career Readiness, Life Literacies, and Key Skills)

Critical Thinking and Problem-Solving (9.4.12.CT.2)

- Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Example: Students can complete a post-activity reflection explaining how participation in the collaborative mock debates enhanced critical thinning and problem solving.

Social Emotional Learning



- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Culturally Relevant Connections

- African American contributions to art and music, from this era. Students will analyze a series of primary source documents
- Civil rights/liberties and the fight for equality. Discuss and relate the modern decisions for topics like gay marriage, trans rights to the Civil Liberties struggles after the Civil War*

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Allow for extra time on summative assessments (up to time and a half as per IEP modifications)
- Provide alternative response formats for students w classified disabilities, i.e. oral response.
- Provide guided notes to students with writing difficulty
- Allow for processing time before calling on students for responses

ELL:

- Provide models for ELL's
- Limit amount of reading/provide excerpts
- Provide extra class time and wait time for responses
- Seat ELL's next to a cooperative partner who they can turn and talk to for clarifying and processing information

Enrichment

- Extended learning goals:
 - ⇒ Modern analysis of civil wars in other countries
 - ⇒ Students relate growth issues and causes of the civil war to modern civil wars and report similarities

Unit 5: Development of the Industrial United States (Approx. 2 weeks)



Desired Outcomes

Established Goals: NJSLS

1. Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans.
2. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
3. 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.
4. Compare and contrast economic development of the North (e.g., manufacturing, mills), South (e.g., agriculture), and West (e.g., ranching, mining, farming) in the post-Civil War period.
5. Explain the impact that migration had on Native American groups living in the western states and territories during this time period (e.g., Wounded Knee, Little Big Horn). **
6. Analyze how government policies favoring laissez faire capitalism and other factors promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
7. Analyze the cyclical nature of the economy and the impact of periods of economic expansion and downturns (e.g., 1873, 1893, 1907) to determine their causes and their impact on businesses, analyze the impact of money, investment, credit, savings, debt, and financial institutions on the economic development of the nation and on the lives of individuals.
8. Write a narrative explaining how entrepreneurs (e.g., Carnegie, Edison, Morgan, Rockefeller, Vanderbilt, Pullman, Westinghouse) of this time period became “captains of industry”.

NJSLS Standards:

- 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.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.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.
- 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.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 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.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.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation
- 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.

Enduring Understandings:

- The growth of industry led to migration west, rapid urbanization and progressive reform.
- Scientific and technological developments affect people's lives, the environment and transform societies.
- Decisions concerning the allocation and use of economic resources impact individuals and groups as well as local, national, and international relationships.
- The Industrial Revolution causes large population changes due to immigration & migration which leads to conflicts and opportunities for different groups of affected people. **
- The United States becomes a largely urban society; more global and commercial than before

Essential Questions:

- What factors contributed to America's industrial growth during this time period? What inventions during this time period helped develop the US's economy?
- To what extent were railroads the "engine" for the development of national unity and economic growth in the United States during the nineteenth century?
- To what extent did industrialization in the late nineteenth century lead to the growth of modern America?
- How did new technological developments affect the economic role of the US in the world?
- Did industry improve society?



which causes different challenges for different groups of people, many of whom look to national government for solutions.

- America's economic growth leads to involvement in world affairs, with the United States reluctantly confronting & decisively defeating militarism & fascism.
- Many factors promoted industrialization, including cheap labor, new inventions, and technology, and plentiful raw materials.
- European and Asian immigrants provided cheap labor and helped populate the growing cities of the United States. ***

- Should the industrialists be considered “Captains of Industry” or “Robber Barons”?
- Why did workers form unions?
- What is racial segregation?*
- How and why did the political machines of the 19th century develop?
- Why do people migrate? What were the benefits and challenges relating to immigration and a diverse American society at the turn of the 20th century? How did the natives treat different ethnicities? **
- Is the United States a melting-pot or more complex layers of integrated cultures?
- To what extent did technological and innovation improve transportation and the infrastructure of the United States during the nineteenth century?
- Despite some of the negative characteristics of the urban setting, how did those very same factors actually generate interest in promoting education? Why did the South lag behind the North in terms of public education?
- What was the Panic of 1907, and what caused it?
- What was the impact on pricing of cars when an assembly line production was used?
- In what ways did such industrialists/financiers harm and/or benefit the U.S. economy and the quality of life of its citizens?

Students will know:

- The causes of the Industrial Revolution and the responses of both labor and capital including business consolidation and the labor movements.
- The social, political, and economic consequences of the Industrial Revolution on various groups of people in the United States.



- The causes & effects of Urbanization on various groups of people in the United States.
- The causes & effects of Immigration (and internal migrations) on various groups of people during this time period.

Students will be able to:

- Relate industrial growth to the need for social and governmental reforms
- 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. **, ***
- Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period
- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. *, **
- Compare and contrast economic development of the North, South, and West in the post-Civil War period. *
- Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. Relate the creation of African American advocacy organizations to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. *
- Relate varying immigrants' experiences to gender, race, ethnicity or occupation.
- Determine how supply and demand influence price and output during the Industrial Revolution.

Assessment Evidence

Performance Tasks:

Suggested Formative/Summative Assessments:



- | | |
|---|---|
| <ul style="list-style-type: none">○ Unit Assessments, Chapter Assessments, Quizzes○ DBQ, Essays, Short Answer○ Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share○ Projects, Portfolio, Presentations, Prezi, Gallery Walks○ Concept Mapping○ Primary and Secondary Source analysis○ Photo, Video, Political Cartoon, Radio, Song Analysis○ Create an Original Song, Film, or Poem○ Glogster to make Electronic Posters○ Tumblr to create a Blog | <ul style="list-style-type: none">○ Homework○ Timelines○ Maps○ Charts○ Graphic Organizers |
|---|---|

Learning Plan

Learning Activities:

- Primary source analysis of documents involving immigration, including those from the perspectives of immigrants from a variety of ethnic backgrounds (Chinese, Irish, Italian, etc) and from anti-immigration sources (such as Chinese Exclusion Act of 1882) ***
- How the Other Half Lives Picture Gallery Walk
- Plessy v. Ferguson Decision Analysis *
- Create chart comparing life and economic development in North and South during late 19th century

Related Standards

Interdisciplinary connections and examples

English Language Arts Connection-
Key Ideas and Details (NJSL 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.



Example: Students will complete a lesson on major figures of the Industrial Age (Carnegie, Rockefeller, Edison, Vanderbilt, and Morgan). Students will use multiple primary sources in different forms (diaries, journals, newspaper articles, pictures) to determine if they believe these figures should be labeled as “robber barons or captains of industry.”

Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Ethics & Culture (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.

Example: Students can assess the positive and negative impacts of emerging technologies and evaluate how individuals, non-profit organizations, and governments have responded when they analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

21st Century Skills (NJSLs-Career Readiness, Life Literacies, and Key Skills)

Digital Citizenship (9.4.12.DC.1)

- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

Example: Organized discussion on the use of copyright/ fair use-Freedom to Think as mentioned in Article 1 Section 8...Congress shall have the power...To promote the progress of science and useful arts, by securing limited Times to Authors and Inventors the exclusive right to their respective writings and discoveries. We will specifically apply this to the inventor of this time period.

Social Emotional Learning

Social Awareness:

- Recognize and identify the thoughts, feelings and perspectives of others



Culturally Relevant Connections

- Compare and contrast the treatment of the working class then and now.
- Analyze how LGBTQ culture evolved in the 1920s.
- Discuss the contributions of Gladys Alberta Bentley.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

Time/General

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline

Processing

- Extra Response time
- Have students verbalize steps
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Provide a warning for transitions
- Reading partners

Comprehension

- Precise step-by-step directions
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

Recall

- Teacher-made checklist

ELL:

- Provide content-specific vocabulary ahead of time as frequently as possible
- Provide models for ELL's
- Seat ELL's next to a cooperative partner who they can turn and talk to for clarifying and processing information



- Use visual graphic organizers
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers

Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

Tests/Quizzes/Grading

- Extended time
- Study guides
- Focused/chunked tests
- Read directions aloud

Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials

Enrichment

- Extended learning goals:
 - ⇒ Historical Podcast Creation: Assign students the task of creating a historical podcast episode on a specific event, era, or influential figure relating to the development of the industrial United States. They can research, write scripts, record interviews or discussions, and edit the final episode to share with the class.
 - ⇒ Challenge students to research and create a newspaper or magazine issue that covers a specific event, era, or influential figure relating to the development of the industrial United States. They can write



articles, design layouts, include relevant images, and even add advertisements reflecting the time period.

Unit 6: Progressive Reforms (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSL

1. Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.*
2. An expanding market for international trade promoted policies that resulted in America emerging as a world power.
3. Assess the impact of governmental efforts to regulate industrial (e.g., Sherman Anti-trust Act, Clayton Anti-trust, Interstate Commerce Act) and financial systems (i.e., Federal Reserve) in order to provide economic stability.
4. Gather relevant information from multiple authoritative print and digital sources to explain how the desire for workers rights led to the creation of labor organizations (e.g., Knights of Labor, Industrial Workers of the World, American Federation of Labor) and workers strikes (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike, Lawrence Textile Strike, Paterson Silk Strike).
5. Evaluate the ways in which women organized to promote government policies designed to address workplace issues (e.g., Triangle Shirtwaist Factory Fire, Mary Harris “Mother Jones”) and immorality (temperance).
6. Examine the efforts of Muckrakers (e.g., Upton Sinclair, Ida Tarbell) to expose unfair business practices and political corruption and promote social justice, by citing specific textual evidence attending to such features as the date and origin of the information.
7. Evaluate the effectiveness of Progressive reforms (e.g., Pendleton Civil Reform Act, Meat Inspection Act of 1906, Pure Food and Drug Act of 1906) in preventing unfair business practices and political corruption and in promoting social justice.
8. Use quantitative and qualitative analysis to determine how gender, race, ethnicity, occupation, and government policies (e.g., Chinese Exclusion Act of 1882, Gentlemen’s Agreement of 1907) impacted immigrants in this period.***



9. Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources (e.g., Pinchot, T. Roosevelt, National Park Service) during the period of industrial expansion.
10. Compare and contrast primary and secondary sources describing how Booker T. Washington and W.E.B. Du Bois addressed the issue of African American segregation and discrimination. *
11. Explain how the continuation of segregation and discrimination (i.e., Plessy v. Ferguson) and state and local governmental policies, led to creation of African American advocacy organizations (i.e., National Association for the Advancement of Colored People, National Urban League). *
12. Use technology to produce or display (e.g., photojournalism by Jacob Riis) an assessment of the impact of rapid immigration and urbanization on the environment and on the quality of life in cities.
13. Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

NJSLS Standards:

- 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.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.*
- 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.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.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
- 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



- 6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
- 6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCC.6.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.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

Enduring Understandings:

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect citizens' rights.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.
- Governments and financial institutions influence monetary and fiscal policies.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a

Essential Questions:

- How are empires built?
- Can politics fix social problems?
- How did the Progressive movement attempt to solve the economic, political, social and moral problems of the early 20th Century? Were they successful?
- Why did workers organize in unions?
- What did Adam Smith advise with concerns to monopolies?
- Are there corporations today that could be considered monopolistic?
- Were such labor groups as the Knights of Labor successful in achieving their objectives?
- How did women organizations impact working conditions?
- What was the impact of immigrants on the industrial work force in America, particularly labor unions?
- Theodore Roosevelt criticized muckrakers for always looking on the negative side. Do you think



clearer understanding of the significance of individuals and groups.

- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

this is a good or bad trait in reporters and journalists? Why?

- Upton Sinclair wrote muckraking novels— fiction. Ida Tarbell wrote journalistic exposés— fact. Do you think fact or fiction is more powerful in exposing wrong-doing?
- What kinds of safeguards can be put in place for businesses, such as telephone companies or power companies, that need to cooperate in order to provide services to the public?
- What reforms did the progressives support, and how did they change the United States?
- What impact did these new regulations have on people's lives and industry?
- How should policy makers balance economic growth with environmental protection?
- Who was a stronger advocate for African Americans, Booker T. Washington or W.E.B. Dubois? *
- What was life like for African Americans in the South after Reconstruction ended in 1877? *
- What was life like in American cities during the industrial era?
- What is urbanization and how did it impact the environment?
- Why did people oppose women's suffrage?
- What impact did Susan B. Anthony have on women's rights?

Students will know:

- The causes & effects (social, political, and economic) of the Progressive movement of 1890-1920 (both short term and long term) during this time period.



- The economic, social, technological, and political solutions that the various groups sought in response to the problems they faced.
- The governmental responses to those problems as well as to the proposed solutions.

Students will be able to:

- Evaluate the ways in which women organized to promote government policies
- Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement)
- Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
- Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- Evaluate the effectiveness of the Progressive Movement on fighting injustice, inequality, workplace safety and immorality.

Assessment Evidence

Performance Tasks:

- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis

Suggested Formative/Summative Assessments:

- Homework
- Journals
- Writing Prompts
- Oral presentations
- Collaborative learning
- Large and small group discussions



- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Learning Plan

Learning Activities:

- Create chart comparing workers' strikes (Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike, Lawrence Textile Strike, Paterson Silk Strike)
- Application of Progressive ideas to modern issues (What Would a Progressive Do?)
- Analysis of Muckraker articles/photos/documents
- Written assignment answering question of which president (Roosevelt, Taft, Wilson) best embodied Progressive ideals
- Debate on effectiveness of Progressive Reforms
- Compare and contrast Booker T. Washington and W.E.B Dubois through primary and secondary source documents.*

Related Standards

Interdisciplinary connections and examples

English Language Arts Connections-

Presentation of Knowledge and Ideas (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.

Example: Debate the effectiveness of Progressive reforms.

Key Ideas and Details (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.



Example: Have students research and present information on the presidents from this time period to determine the impact each had on American businesses and civil rights issues. Watch clips of “The Ultimate Guide to the Presidents” to supplement.

Technology (NJSLC-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Ethics & Culture (8.2.12.EC.1)

- Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Example: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources (e.g., Pinchot, T. Roosevelt, National Park Service) during the period of industrial expansion.

21st Century Skills (NJSLC-Career Readiness, Life Literacies, and Key Skills)

Digital Citizenship (9.4.12.DC.1)

- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

Example: Have students design a product, analyze the cost of making it and desired profits. Determine steps taken for new products and write a narrative on why their chosen product costs what it does. Discuss how prices were manipulated in the Industrial Revolution.

Social Emotional Learning

Social Awareness:

- Recognize and identify the thoughts, feelings and perspectives of others

Culturally Relevant Connections

- Describe a political or cultural movement today that you would describe as progressive.
- Discuss how progressives changed the way gender roles were thought of amongst others progressive reforms.



Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

Time/General

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline

Processing

- Extra Response time
- Have students verbalize steps
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Provide a warning for transitions
- Reading partners

Comprehension

- Precise step-by-step directions
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

Recall

- Teacher-made checklist
- Use visual graphic organizers
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers
- Assistive Technology

ELL:

- Provide content-specific vocabulary ahead of time as frequently as possible
- Provide models for ELL's
- Seat ELL's next to a cooperative partner who they can turn and talk to for clarifying and processing information



<ul style="list-style-type: none">○ Computer/whiteboard○ Tape recorder○ Spell-checker○ Audio-taped books <p>Tests/Quizzes/Grading</p> <ul style="list-style-type: none">○ Extended time○ Study guides○ Focused/chunked tests○ Read directions aloud <p>Behavior/Attention</p> <ul style="list-style-type: none">○ Consistent daily structured routine○ Simple and clear classroom rules○ Frequent feedback <p>Organization</p> <ul style="list-style-type: none">○ Individual daily planner○ Display a written agenda○ Note-taking assistance○ Color code materials	
Enrichment	
<ul style="list-style-type: none">○ Extended learning goals:<ul style="list-style-type: none">⇒ Progressive Reforms Study: Students will investigate specific progressive reforms and their underlying motivations. They will explore the social, economic, and political factors that led to the initiation of these reforms. Students will analyze the role of collective action, public opinion, and the influence of key individuals and organizations in driving social change during the Progressive Era.	

Unit 7: The Emergence of Modern America: World War I (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSLs



1. Explain the factor that fueled the growth of American Imperialism as well as events that moved the United States to a world power.
2. Analyze the causes of World War I, the U.S. entrance into it and the consequences of the war.
3. Analyze how the United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

NJSLS Standards:

- 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.*
- 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Enduring Understandings:

- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Advancements in technology, investments in capital goods, and human capital increase

Essential Questions:

- Why do nations go to war?
- How did the expansion of United States markets abroad influence the rise of imperialism?
- What is imperialism?



productivity, economic growth, and standards of living.

- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- To better understand the historical perspective, one must consider historical context.

- What events escalated the conflict between the United States and Spain?
- What lands were acquired during this time of U.S. imperialism?
- Why was the Panama Canal important?
- What were the consequences of the war for Spain and the U.S.?
- What is neutrality?
- Was American imperialism more beneficial or harmful?
- What is the connection between Social Darwinism, the White Man's Burden, economics, and imperialism?
- What were the causes of World War I?
- What characteristics describe trench warfare?
- How neutral was American neutrality?
- What led the U.S. to get involved in World War I?
- How did the U.S. prepare for war?
- What was the impact of World War I on the homefront economically, politically, and socially?
- Did the Treaty of Versailles effectively address the causes of World War I?
- Did America make the "World Safe for Democracy"?
- What were Wilson's Fourteen Points?
- What were the provisions of the Treaty of Versailles?

Students will know:

- The social, political, and economic causes (both foreign and domestic) of Imperialism during this time period.
- The causes, major events, & effects of the Spanish-American War. This includes understanding the domestic impact on various groups of citizens. ***



- The causes of WWI, how & why the United States eventually gets involved and the major events of the war itself including domestic events.
- The effects (social, economic, and political) of WWI, both the war itself and the peace treaty that ends it. This includes both foreign & domestic effects.
- That ongoing immigration & urbanization coupled with technological change & changing demographics led to increased cultural & political conflicts on a wide variety of issues which will define the 1920s.

Students will be able to:

- Explain how global competition by nations for land and resources led to increased militarism
- Compare the perspectives of other nations and the United States regarding United States foreign policy.
- Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power
- Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war
- Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights
- Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during WWI *
- Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I
- Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries

Assessment Evidence

Performance Tasks:

- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Concept Mapping

Suggested Formative/Summative Assessments:

- Homework
- Timelines
- Maps
- Charts
- Graphic Organizers



- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Learning Plan

Learning Activities:

- DBQ or debate about whether the US should have entered WWI
- Analysis of data (charts/graphs) regarding contributions of women and African Americans in the workforce*
- Analyze the Treaty of Versailles and its impact on different nations.
- Analyze propaganda posters of World War I, focusing on ethos, pathos and logos techniques
- Create a fictional story or illustration demonstrating knowledge of soldier's lives (trench warfare) during WWI

Related Standards

Interdisciplinary connections and examples

Visual and Performing Arts Connection-
Generating and Conceptualizing Ideas (1.5.12prof.Cr1b)

- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Example: Students conduct an artistic investigation into the ongoing impact of World War I on present-day life. They create artworks that reflect their interpretations, utilizing contemporary art and design practices to convey the war's influence and foster critical thinking about historical events.

Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)



Interaction of Technology and Humans (8.2.12.ITH.1)

- Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Example: When considering the way that ongoing immigration & urbanization coupled with technological change & changing demographics led to increased cultural & political conflicts on a wide variety of issues, teachers can have students analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.

Integration of technology and examples

Creativity and Innovation (9.4.12.CI.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Example: In this unit we will integrate a Flip Grid activity where students must make a decision (as Woodrow Wilson) on whether the United States should declare War on Germany .

Social Emotional Learning

Social Awareness:

- Recognize and identify the thoughts, feelings and perspectives of others

Culturally Relevant Connections

- Discuss the current status of territories and communities that were gained during this time and are still under the control of the United States government.
- Examine how American gay soldiers coming back from WWI saw support from European governments towards gay rights, which created a push for “homosexual emancipation” and the creation of organizations promoting gay rights.

Accommodations

Special Education/ 504/ At Risk Students

ELL:



Accommodations & Modifications:

Time/General

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline

Processing

- Extra Response time
- Have students verbalize steps
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Provide a warning for transitions
- Reading partners

Comprehension

- Precise step-by-step directions
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

Recall

- Teacher-made checklist
- Use visual graphic organizers
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers

Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

- Provide content-specific vocabulary ahead of time as frequently as possible
- Provide models for ELL's
- Seat ELL's next to a cooperative partner who they can turn and talk to for clarifying and processing information



Tests/Quizzes/Grading

- Extended time
- Study guides
- Focused/chunked tests
- Read directions aloud

Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials

Enrichment

- Extended learning goals:
 - ⇒ WWI Battle Analysis: Divide students into groups and assign each group a significant battle from World War I, such as the Battle of the Somme or the Battle of Verdun. Students will research the battle, analyze the strategies employed, and present their findings to the class. They can use maps, visuals, and simulations to explain the outcomes and lessons learned from each battle.
 - ⇒ War Propaganda Analysis: Introduce students to the war propaganda used during World War I and its impact on public opinion. Assign students different propaganda posters to analyze and discuss their messages, techniques, and intended audience. Students can create their own propaganda posters or advertisements, applying their understanding of the persuasive techniques used during the war.

Unit 8: Semester Project (Approx. 2 weeks)

Desired Outcomes



Established Goals: NJSLS

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
5. Evaluate information from course and successfully complete final exam

NJSLS 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.9-10.4. 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.9-10.2. 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.9-10.1. 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.9-10.7. 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.9-10.5. 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
- 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.
- 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.

Enduring Understandings:

- Students will understand how to write a thesis statement
- Students will understand how to find and critically evaluate sources
- Students will understand how to properly cite a variety of sources
- Students will understand how to synthesize information and create a finished product using their research

Essential Questions:

- What is a thesis statement?
- How do you identify credible sources when performing research?
- How primary & secondary sources are effectively used to support a thesis statement?
- Are you prepared for your final exam?

Students will know:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and synthesizing information from multiple sources.
- The steps in completing a research project
- How to write an effective thesis statement
- How to use the internet to research a topic



- How to use critical thinking skills to evaluate sources for credibility and reliability
- How to utilize research to complete a finished product

Students will be able to:

- Write an effective thesis
- Support the thesis with research
- Create a finished product based on their research
- Identify credible sources
- Create an outline
- Analyze primary and secondary source documents
- Properly cite sources (using MLA)

Assessment Evidence

Performance Tasks:

- Final Research Project
- Final Research Paper
- Final Research Presentation
- Final Exam
- Topic choices to be determined as relevant to the curriculum.
- Possible Topics: Hero vs Villain; What if...(short and long-term revisionist history)

Suggested Formative/Summative Assessments:

- Thesis Worksheet
- Annotated Bibliography
- Final Study Guide

Learning Plan

Learning Activities:

- Choosing a research topic
- Conference with teacher
- Thesis worksheet



- How-to videos
- Internet research
- Word processing
- Bibliography creation
- Study Guide
- Exam

Related Standards

Interdisciplinary connections and examples

Research to Build and Present Knowledge (WHST.9-10.4)

- 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

Example: Students will be conducting research based on their topic/inquiry and use multiple sources of information to do so in order to create a finished product.

Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Ethics & Culture (8.2.12.EC.1)

- Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Example: Students may elect to analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills (NJSLs-Career Readiness, Life Literacies, and Key Skills)

Information and Media Literacy (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.



Example: Students will Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources while crafting their research papers.

Climate Change

- Due to topic choice, students can pursue any topic in the curriculum or current event that they wish. Students may chose to explore the history of climate change or impacts humans may/may not be having.

Social Emotional Learning

Social Awareness:

- Recognize and identify the thoughts, feelings and perspectives of others

Culturally Relevant Connections

- Due to topic choice, students can pursue any topic in the curriculum or current event that they wish.

Accommodations

Special Education/ 504/ At Risk Students

Accommodations & Modifications:

Time/General

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline

Processing

- Extra Response time
- Have students verbalize steps
- Repeat, clarify or reword directions
- Mini-breaks between tasks

ELL:

- Provide content-specific vocabulary ahead of time as frequently as possible
- Provide models for ELL's
- Seat ELL's next to a cooperative partner who they can turn and talk to for clarifying and processing information



- Provide a warning for transitions
- Reading partners

Comprehension

- Precise step-by-step directions
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

Recall

- Teacher-made checklist
- Use visual graphic organizers
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers

Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

Tests/Quizzes/Grading

- Extended time
- Study guides
- Focused/chunked tests
- Read directions aloud

Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials



Enrichment

- Extended learning goals:
 - ⇒ Students will have the opportunity to create a true inquiry-based project and complete further research that addresses a current problem or provides context to current events and potentially provide solutions.

Appendix A: Culturally Relevant Pedagogy Examples

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases & stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



Appendix B: English Language Learners

WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

6- Reaching	<ul style="list-style-type: none"> Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support



Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016



Appendix C: WIDA ELD Standards Integration

ELD-SS.9-12.Explain.Interpretive	<p>Interpret social studies explanations by</p> <ul style="list-style-type: none">• Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events• Analyzing sources for logical relationships among contributing factors, causes, or related concepts• Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
ELD-SS 9-12 Explain Expressive	<p>Construct social studies explanations that</p> <ul style="list-style-type: none">• Introduce and contextualize multiple phenomena or events• Establish perspective for communicating intended and unintended outcomes, consequences, or documentation• Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses• Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
ELD-SS 9-12 Argue Interpretive	<p>Interpret social studies arguments by</p> <ul style="list-style-type: none">• Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)• Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources• Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
ELD-SS 9-12 Argue Expressive	<p>Construct social studies arguments that</p> <ul style="list-style-type: none">• Introduce and contextualize topic• Select relevant information to support precise and knowledgeable claims with evidence from multiple sources• Establish perspective• Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning



Appendix D: Differentiated Instruction

Strategies to accommodate based on student individual needs::

1. Time/General
 - a. Extra time for assigned tasks
 - b. Adjust length of assignment
 - c. Timeline with due dates for reports and projects
 - d. Communication system between home and school
 - e. Provide lecture notes/outline
2. Processing
 - a. Extra Response time
 - b. Have students verbalize steps
 - c. Repeat, clarify or reword directions
 - d. Mini-breaks between tasks
 - e. Provide a warning for transitions
 - f. Partnering
3. Comprehension
 - a. Precise processes for balanced math instructional model
 - b. Short manageable tasks
 - c. Brief and concrete directions
 - d. Provide immediate feedback
 - e. Small group instruction
 - f. Emphasize multi-sensory learning
4. Recall
 - a. Teacher-made checklist
 - b. Use visual graphic organizers
 - c. Reference resources to promote independence
 - d. Visual and verbal reminders
 - e. Graphic organizers
5. Assistive Technology
 - a. Computer/whiteboard
 - b. Tape recorder
 - c. Video Tape
6. Tests/Quizzes/Grading
 - a. Extended time
 - b. Study guides
 - c. Shortened tests
 - d. Read directions aloud
7. Behavior/Attention
 - a. Consistent daily structured routine
 - b. Simple and clear classroom rules
 - c. Frequent feedback
8. Organization
 - a. Individual daily planner
 - b. Display a written agenda
 - c. Note-taking assistance
 - d. Color code materials



Appendix E: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none">• Planned and purposeful• Different, or differentiated, work – not just more work• Responsive to students’ needs and situations• A promotion of high-level thinking skills and making connections within content• The ability to apply different or multiple strategies to the content• The ability to synthesize concepts and make real world and cross curricular connections• Elevated contextual complexity• Sometimes independent activities, sometimes direct instruction• Inquiry based or open-ended assignments and projects• Using supplementary materials in addition to the normal range of resources• Choices for students• Tiered/Multi-level activities with flexible groups (may change daily or weekly)	<ul style="list-style-type: none">• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)• Worksheets that are more of the same (busywork)• Random assignments, games, or puzzles not connected to the content areas or areas of student interest• Extra homework• A package that is the same for everyone• Thinking skills taught in isolation• Unstructured free time



Appendix F: Resources

Textbook:

Savvas, High School United States History Interactive, 2022



Appendix G: Climate Change Curriculum Statement

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the 2016 NJSLS-English Language Arts (ELA) and Mathematics do not have specific climate change standards, districts may want to consider how they can design interdisciplinary climate change units that incorporate relevant ELA and mathematics standards.

Components of this are tagged throughout the curriculum as appropriate under the “Related Standards” section in each unit.