



SOCIAL STUDIES CURRICULUM

Grade 10: EARLY U.S. HISTORY

New Jersey Student Learning Standards

CURRICULUM DETAILS

Social Studies- Grade 10

	English Language Arts Practices (outlined in the NJSLS)		Mathematics (outlined in the NJSLS)	Science (outlined in the NJSLS)
Interdisciplinary Connections	E1. Demonstrate independence. E2. Build strong content knowledge. E5. Value evidence. E6. Use technology and digital media strategically and capably.		M3. Construct viable arguments and critique the reasoning of others. M5. Use appropriate tools strategically. M6. Attend to precision. M7. Look for and make use of structure.	S1. Asking questions and defining problems. S7. Engaging in argument from evidence. S8. Obtaining, evaluating, and communicating information.
Core Instructional Materials	Core Materials	Pacemaker- United States History		
	Leveled Resources	N/A		
	Modified Resources	Adapted Textbook		
	Technology & Digital Tools	SmartBoard Activities		
21 st Century Themes & Skills	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Technology Standards	<u>8.1 Educational Technology</u> 8.1.B: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. 8.1.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 8.1.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. 8.1.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.			
	<u>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</u> 8.2.E: Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.			
Pacing Guide: Overview	The New Jersey Student Learning Standards for Social Studies outline the student learning objectives that are to be addressed within each grade level. Based on these objectives, the South Bergen Jointure Commission has created pacing guides which outline the scope and sequence that is to be followed for each of its curricula. Refer to the <i>Pacing Guide</i> below for additional details.			
Assessment: Overview	To assess the grade level expectations outlined in the New Jersey Student Learning Standards for Social Studies, the South Bergen Jointure Commission employs the use of both formative and summative assessments. These assessments include beginning and end of year benchmark testing, as well as general progress monitoring. Refer to the <i>Assessment Guide</i> below for additional details.			

MODIFICATIONS			
Special Education	At-Risk	English Language Learners	Gifted and Talented
Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	English Language Learners Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities

SOCIAL STUDIES SKILLS TABLE

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

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	Place key historical events and people in historical eras using timelines.	Construct timelines of the events occurring during major eras.	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
	Explain how the present is connected to the past.	Explain how major events are related to one another in time.	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	Determine locations of places and interpret information available on maps and globes.	Select and use various geographic representations to compare information about people, places, regions, and environments.	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.	Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	Distinguish fact from fiction.	Compare and contrast differing interpretations of current and historical events.	Distinguish valid arguments from false arguments when interpreting current and historical events.
	Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	Use evidence to support an idea in a written and/or oral format.	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format

PACING GUIDE & ASSESSMENT GUIDE
SOCIAL STUDIES: GRADE 10

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
September	- Colonization - Settlement	1. Analyze colonial settlement from 1585-1763 2. Explain how geographic variations affected economic development in New World 3. Describe the treatment of Native Americans as settlements expanded	1a. Describe the political and economic characteristics of the following colonies: Jamestown, Plymouth, and Massachusetts Bay 1b. What are the colonial characteristics of the New England, Middle, and Southern regions? 1c. How did settlements eventually grow into towns and cities? 2a. How did geographic location affect colonial development (agriculture, economy, survival)? 2b. What did each specific colony produce that was trademark to their area geographically (Jamestown: tobacco) 3a. What was the Native American philosophy on land acquisition? 3b. How did the colonists treat the Native Americans over time? 3c. How did the Native Americans feel when they were eventually pushed off their land?	-Teacher-made resources -SmartBoard activities -Pacemaker's "United States History: 4 th Edition" textbook chapters: 1, 2, 3 -Colonial Williamsburg primary artifacts curriculum -Virtual tour of Colonial Williamsburg: http://www.history.org/almanack/tourthetown/index.cfm -Interactive Jamestown/John Smith Game: http://kids.nationalgeographic.com/kids/games/interactiveadventures/ Primary Sources: -Mayflower Compact -Correspondence between King and colonial leaders
NJSLS.SS	NJSLS.ELA	ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.a 6.1.12.C.1.b 6.1.12.D.1.a	RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5	1. Teacher-made test on colonial times 2. T-chart comparing and contrasting New England, Middle, and Southern regions 3. Build a colonial house/village 4. Make a list of goods needed to buy at the market during colonial times	1. Build a colonial house/village 2. Sculpt Native American pottery 3. Mapping activity: identify colonies/regions 4. Career awareness: identify individual jobs in the colonies	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
October	American Revolution	1. Describe events leading up to the Revolution. 2. Analyze the Declaration of Independence 3. Outline the major events of the Revolutionary War	1a. Why were colonists becoming increasingly dissatisfied? 1b. What did it mean to have “no taxation without representation” and how do we still follow that idea today? 1c. What were the major events that culminated in a war? (Boston Massacre, Boston Tea Party, Stamp Acts, etc.) 2a. What did the Declaration of Independence declare? 2b. How did the British react to the Declaration of Independence? 2c. Why is the Declaration of Independence so important to our history and the freedoms we still enjoy today? 3a. What battle started the war? 3b. List the key players of the Revolutionary War on both the colonial side and British side. 3c. What was the ultimate result of the Revolution?	-Teacher-made resources -SmartBoard activities -Pacemaker’s “United States History: 4 th Edition” textbook chapter 4 -BrainPop video Revolutionary War: http://www.brainpop.com/socialstudies/ushistory/americanrevolution/ -American Revolution interactive website: http://teachingamericanhistory.org/neh/interactives/americanrevolution/
NJSLS.SS	NJSLS.ELA	ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.B.2.a 6.1.12.B.2.b 6.1.12.C.2.a 6.1.12.D.2.a 6.1.12.D.2.b 6.1.12.D.2.c 6.1.12.D.2.d 6.1.12.D.2.e	RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.8	1. Teacher-made test on Revolutionary war 2. Primary document analysis of Declaration of Independence 3. Timeline: Revolutionary War 4. Map: war battles 5. Choose a side: Patriot or Loyalist. Defend your position citing evidence from the text	1. Timeline activity: Revolutionary War 2. Mapping practice: war battles 3. Picture match: war generals and American heroes to name (ie George Washington, Paul Revere) 4. Picture sort: Patriots vs. Loyalists	Primary Source: Declaration of Independence

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
November	- Building a New Government - Constitution	1. Discuss the pros and cons of the Articles of Confederation 2. Explain how the Constitution was created 3. Discuss the Bill of Rights	1a. What was the purpose of the Articles of Confederation? 1b. Why were the Articles of Confederation too weak to maintain a new government/country 2a. What are the similarities/differences between the Articles of Confederation and Constitution? 2b. What are the branches of government set up by the Constitution? 2c. Why are checks and balances so important in a democracy? 3a. What are the Bill of Rights? 3b. What are the Amendments? 3c. How do the Bill of Rights still apply to you today? Do you exercise these rights? 3d. Why is it extremely important to know your rights as a citizen?	-Teacher-made resources -SmartBoard activities -Pacemaker's "United States History: 4 th Edition" textbook chapter 5 -BrainPop video Constitution: http://www.brainpop.com/socialstudies/ushistory/usconstitution/ -Constitution Interactive: http://ratify.constitutioncenter.org/constitution/ Primary Source: -Constitution -Bill of Rights
NJSLS.SS	NJSLS.ELA	ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.B.2.a 6.1.12.B.2.b 6.1.12.C.2.a 6.1.12.D.2.a 6.1.12.D.2.b 6.1.12.D.2.c 6.1.12.D.2.d 6.1.12.D.2.e	RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.8	1. Choose one article from the Bill of Rights. Research the article and write about how it still affects you today. 2. Constitution analysis worksheet 3. T-Chart Pros/Cons Articles of Confederation 4. Compare Articles and Constitution	1. Graphic sort: three branches of government 2. Career awareness: judge, president, congressman, etc. 3. Identify the Constitution 4. From a bank of sentences, identify at least 3 of the articles from the Bill of Rights	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
December	- Economy and Expansion - Changing United States - Newcomers and New Ideas	1. Explain how the United States grew in the early 19 th century 2. Describe how life in the US started changing as more people traveled West 3. Discuss political and social changes as immigrants came to the US	1a. Describe the events of the War of 1812 1b. What was the Louisiana Purchase and why was it important to expansion? 1c. What is the idea of Manifest Destiny and how did it affects various groups of people (settlers, government, Native Americans)? 2a. How did the government continue to evolve and how did new policies affect areas such as the economy? 2b. What affect did moving west have on political boundaries, slavery, economy, etc? 3a. Why was education so important to molding good citizens during this time period? 3b. How did immigration affect the political and social culture of the US? 3c. Name social and religious movements of the time period and how they contributed to American culture, literature/art	-Teacher-made resources -SmartBoard activities -Pacemaker's "United States History: 4 th Edition" textbook chapter 6, 7, 8 -US Expansion interactive map: http://www.learner.org/interactives/historymap/states_louisiana.html -Westward Expansion: http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u5/index.html -Lewis and Clark Interactive Journey Log: http://www.nationalgeographic.com/lewisandclark/ -Ellis Island interactive tour http://teacher.scholastic.com/activities/immigration/tour/ -Go West with Lewis and Clark: http://www.nationalgeographic.com/west/index.html Primary Source: -Lewis and Clark journal logs -Missouri Compromise
NJSLS.SS	NJSLS.ELA	ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.12.A.3.a 6.1.12.A.3.b 6.1.12.A.3.c 6.1.12.A.3.d 6.1.12.A.3.e 6.1.12.A.3.f 6.1.12.A.3.g 6.1.12.A.3.h 6.1.12.A.3.i 6.1.12.B.3.a 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.3.a 6.1.12.D.3.b 6.1.12.D.3.c 6.1.12.D.3.d 6.1.12.D.3.e	RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5	1. Create a complete plan to journey out West like Lewis and Clark did. Include: supplies, daily goals, journal logs, interaction with Native Americans, etc. 2. Tour Ellis Island. Analyze how it might feel to go someplace foreign, considering the immigration process. 3. Teacher-made tests	1. Picture match: Lewis and Clark 2. Route map: Lewis and Clark journey (picture match animals discovered on route in specific areas)	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
January	Civil War	1. Analyze the disagreements between the North and South on issues, particularly slavery 2. Describe the causes, effects, and major events of the Civil War	1a. Why did the North and South disagree on slavery? 1b. How did lawmakers try to settle the slavery issue? 1c. How did abolitionists work to eliminate slavery? 1d. How did Abraham Lincoln's election in 1860 affect the Union? 2a. What were the strengths of the North? Of the South? 2b. List the important battles of the early war years 2c. What was life at home like during the war? 2d. How did the war end? What were the results?	-Teacher-made resources -SmartBoard activities -Pacemaker's "United States History: 4 th Edition" textbook chapter 9, 10 -BrainPop Video Civil War: http://www.brainpop.com/socialstudies/freemovies/civilwar/ -BrainPop video Civil War Causes: http://www.brainpop.com/socialstudies/ushistory/civilwarcauses/ -US History Shorts: "The Fight Against Slavery" "The Attack on Fort Sumter" "The Lincoln Years" "The Confederacy Surrenders" -Underground Railroad interactive: http://teacher.scholastic.com/activities/bhistory/underground_railroad/index.htm
NJSLS.SS	NJSLS.ELA	ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.12.A.4.a 6.1.12.A.4.b 6.1.12.A.4.c 6.1.12.B.4.a 6.1.12.B.4.b 6.1.12.C.4.a 6.1.12.C.4.b 6.1.12.C.4.c 6.1.12.D.4.a 6.1.12.D.4.b 6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.D.4.e	RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5	1. Group debate: students will be assigned to sides, either pro-slavery or pro-abolition, research their position, and debate why their side should win. 2. Teacher-made test on Civil War 3. Union and Confederacy mapping analysis	1. Union and Confederate states identification activity 2. Picture sort: Union vs. Confederacy 3. Social cues: pictures of slaves, why slavery is bad	Primary Source: -Emancipation Proclamation -Gettysburg Address

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
February	Reconstruction	1. Review the result of the Civil War. 2. Why was reconstruction needed, both physically and politically?	1a. Compare and contrast the plans of President Lincoln, President Johnson, and Congress for rebuilding the South 1b. Why was the Civil War more costly to America than previous conflicts? 1c. Compare and contrast the roles of African Americans living in the Union and Confederate states during the Civil War. 2a. Identify and describe the 13 th , 14 th , and 15 th Amendments. 2b. Describe the Civil Rights Acts 2c. Explain how the lives of African Americans changed after the Civil War 2d. Explore the feelings of a freed slave after the Civil War 2e. In what ways did the South resist to Reconstruction and why?	-Teacher-made resources -SmartBoard activities -Pacemaker's "United States History: 4 th Edition" textbook chapter 11 -Reconstruction WebQuest: http://mclclibrary.pbworks.com/w/page/10870536/Reconstruction%20Webquest -history.com video on African Americans after Civil War: http://www.history.com/videos/the-failure-of-reconstruction#the-failure-of-reconstruction Primary Source: -13 th Amendment -14 th Amendment -15 th Amendment
NJSLS.SS	NJSLS.ELA	ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.12.A.4.a 6.1.12.A.4.b 6.1.12.A.4.c 6.1.12.A.4.d 6.1.12.B.4.a 6.1.12.B.4.a 6.1.12.C.4.a 6.1.12.C.4.b 6.1.12.C.4.c 6.1.12.D.4.a 6.1.12.D.4.b 6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.D.4.e	RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5	1. Portfolio Project: You are a writer. This week, you visited an African American family in the South after the Civil War. Write one story the family shared and support the story by citing evidence from the text. 2. Compare T-Chart: reconstruction plans of President Lincoln, President Johnson, and Congress for rebuilding the South 3. Complete a Reconstruction WebQuest	1. Discuss the prefix "re" means "again." To reconstruct means to construct again. Reassemble model home as they would have to after the Civil War destruction 2. Matching 13 th , 14 th , and 15 th Amendments to their purpose 3. Vocabulary word match: segregation, freedman, reconstruction	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
March	- Americans Move West - The Growth of Industry - Cities and Immigration	1. Describe how transportation improved during the industrialization of the US during 1870-1900. 2. How did the Industrial Revolution in the US affect economy, society, population, and politics? 3. Describe immigration in the US from 1870-1900.	1a. What were the reasons for building the first transcontinental railroad? 1b. How did the railroads affect the West? 1c. What events forced Native Americans onto reservations? 1d. How did farmers help each other out West? 2a. How did new inventions change the lives of Americans? 2b. Identify ways in which powerful business leaders controlled workers. 2c. Describe how the rise of industries affected workers and politics. 3a. Why did immigrants journey to the United States in the late 1800s? 3b. Discuss why African Americans moved North. 3c. Identify problems and advantages of city life. 3d. Discuss cultural differences of immigrants and how it enriched the culture of the US. What are your cultural differences? Are you proud of where you come from?	-Teacher-made resources -SmartBoard activities -Pacemaker's "United States History: 4 th Edition" textbook chapters 12, 13, 14 -Ellis Island interactive tour http://teacher.scholastic.com/activities/immigration/tour/ -Westward Expansion: http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u5/index.html -Transcontinental Railroad Interactive Game: http://cpr.org/Game/Interactive_Railroad_Project/index.htm
NJSLS.SS	NJSLS.ELA	ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.B.5.a 6.1.12.B.5.b 6.1.12.C.5.a 6.1.12.C.5.b 6.1.12.C.5.c 6.1.12.D.5.a 6.1.12.D.5.b 6.1.12.D.5.c 6.1.12.D.5.d	RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5	1. Make a timeline of your lifetime with different technologies you remember from birth to present day. Describe how each of these technologies affected/improved your life in some way. 2. Teacher-made test Industrial Revolution	3. Book making factory activity discussion questions: practice assembly line style, assembling a book while introducing machines for each round to improve speed/production 1. Reconstruct a model of the Statue of Liberty. Discuss its significance and meaning to the US, particularly immigrants during the late 1800s 2. Picture match: machine to its purpose/use 3. Timeline activity: immigration according to country to the US late 1800s	Primary Source: -First-hand accounts of immigrants coming to Ellis island (via Scholastic website listed above)

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
April	- The Reformers - Expansion Overseas	1. Describe early reforms in business and government from 1890-1930. 2. Discuss the involvement of the United States overseas and its impact at home during 1890-1930.	1a. Identify the goals of the Progressive movement. 1b. Explain how muckrakers brought change to government, business, and society. 1c. Describe reforms passed under Presidents Roosevelt, Taft, and Wilson 1d. Discuss the struggle for women's suffrage 2a. Why did the US need a port in the Pacific? 2b. What impact did money, investment, credit, savings, debt, and financial institutions have on the development of the US as well as our reach to markets abroad? 2c. Describe Roosevelt's foreign policy and compare/contrast them to other President's policies of the time.	-Teacher-made resources -SmartBoard activities -Pacemaker's "United States History: 4 th Edition" textbook chapters 15 and 16 -Women's Suffrage PowerPoint -BrainPop video on Teddy Roosevelt: http://www.brainpop.com/socialstudies/famoushistoricalfigures/theodoreroosevelt/ -Progressive Movement Facts: http://www.digitalhistory.uh.edu/modules/progressivism/index.cfm Primary Sources: -Artifacts from Seneca Falls, site of Women's Suffrage Movement
NJSLS.SS	NJSLS.ELA	ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.b 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.D.6.a 6.1.12.D.6.b 6.1.12.D.6.c	RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5	1. Portfolio Project: During the 1890s/1900s, most people got the news from newspapers. As you read each event in this chapter, write a headline about the event. After you finish the chapter, choose one event to research and write a newspaper article about. 2. Teacher-made test on Progressive movement 3. T-Chart comparing reforms of Presidents Roosevelt, Taft, and Wilson	1. Picture match: Roosevelt, Taft, Wilson 2. Timeline activity: chronicle struggle for women's suffrage	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
May/June	- World War I - Roaring Twenties	1. Describe the causes, effects, and major events of World War I 2. Explain why the Roaring Twenties was a time of increased spending, enjoyment of leisure activities, and social and political change.	1a. What caused World War I? 1b. What events led the US to enter the war? 1c. How did the war change the lives of Americans at home? 1d. How did the United States help the Allies win the war? What were the effects of the war? 1e. Analyze the Treaty of Versailles and League of Nations from the perspectives of different countries. 1f. What is propaganda and how does it affect public opinion? 2a. How did the economy of the US change after World War I? 2b. Describe the cultural change of the 1920s compared to decades prior. 2c. Explain why immigration was limited after World War I 2d. What was the cause of the Great Migration? 2e. What was the impact of agriculture on the environment, economy, and politics during the 1920s?	-Teacher-made resources -SmartBoard activities -Pacemaker's "United States History: 4 th Edition" textbook chapters 17 and 18 -BrainPop video World War I: http://www.brainpop.com/socialstudies/ushistory/worldwari/ -US History Shorts: "The Great War" "The War at Home" "The Automobile" -History.com The Roaring Twenties http://www.history.com/topics/roaring-twenties Primary Source: -Treaty of Versailles
NJSLS.SS	NJSLS.ELA	ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.12.A.7.a 6.1.12.A.7.b 6.1.12.A.7.c 6.1.12.B.7.a 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c 6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.A.8.c 6.1.12.B.8.a 6.1.12.C.8.a 6.1.12.C.8.b 6.1.12.D.8.a 6.1.12.D.8.b	RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.10	1. Teacher-made test WWI 2. Portfolio Project: After reading about the various musicians, writers, sports stars and other talented people in the 1920s, choose one and complete a research project on them. 3. Pick a piece of propaganda from the WWI era. Analyze it. Pick a piece of propaganda from our time. Compare and contrast it to that of WWI era.	1. Mapping activity: WWI countries involved, battles 2. Picture matching: country flag to its name 3. Picture sort: Allied vs. Central Powers	

SOCIAL STUDIES CURRICULUM

Grade 10

Essential Question(s): Throughout United State's history from 1585-1763, how have past interactions of people, cultures, and the environment shaped the American heritage? From 1585-1763, how did North American Colonial societies adapt European government, economic, and cultural institutions and ideologies to meet their needs in the New World?						
21st Century Theme: Global Awareness						
21st Century Skills:						
Standards: 6.1						
Content Area: Social Studies						
Era: Colonization and Settlement (1585-1763)						
6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.						
1. Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.						
Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.1.12.A.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.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	conquer, joint-stock company, convert, charter, cash crop, indentured servant, treaty, debtor	2
Civics, Government, and Human Rights	6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources	-Primary resources and literary connections	property rights, political rights	2, 3

			-Websites (brainpop.com, history.com)			
Geography, People, and the Environment	6.1.12.B.1.a Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	joint-stock company, agriculture, colonial regions (New England, Middle, South) natural resources	2, 3
Economics, Innovation, and Technology	6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	mercantilism, capitalism	2, 3
Economics, Innovation, and Technology	6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	natural resources, indentured servant, slavery, immigrant labor, entrepreneurship	2, 3
History, Culture, and Perspectives	6.1.12.D.1.a Explain the consequences to Native American groups of the loss of their land and people.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources	-Primary resources and literary connections	persecution of Native Americans	2, 3

			-Websites (brainpop.com, history.com)			
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Essential Question(s): Throughout the United States' history from 1754-1820s, how have past interactions of people, cultures, and the environment shaped the American heritage? How was the war for independence a result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices? What documents were created by our founding fathers that shaped our nation and still run our government today and how were they developed, paying attention to individual rights, states' rights, and federal power?

21st Century Theme: Global Awareness

21st Century Skills:

Standards: 6.1

Content Area: Social Studies

Era: Revolution and the New Nation (1754-1820s)

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

2. Revolution and the New Nation- The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. 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.

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Declaration of Independence, self-evident truths	4

Civics, Government, and Human Rights	6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Declaration of Independence , Constitution, Bill of Rights, democracy	4, 5, 6
Civics, Government, and Human Rights	6.1.12.A.2.c Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	US Constitution, NJ Constitution, constitutional government	4, 5, 6
Civics, Government, and Human Rights	6.1.12.A.2.d Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Federalist, Anti-Federalist , ratification	4, 5, 6
Civics, Government, and Human Rights	6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	judicial review, three branches of government	4, 5, 6
Civics, Government, and Human Rights	6.1.12.A.2.f Examine the emergence of early political parties and their views on centralized government and foreign affairs, and	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities	-Primary resources and literary connections	political parties, centralized government, foreign affairs	4, 5, 6

	compare these positions with those of today's political parties.		-Primary resources -Websites (brainpop.com, history.com)			
Geography, People, and the Environment	6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	American identity, cultural identity, regional identity	4, 5, 6
Geography, People, and the Environment	6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Northwest Ordinance	4, 5, 6
Economics, Innovation, and Technology	6.1.12.C.2.a Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	American Revolution, inflation, profiteering	4, 5, 6
Economics, Innovation, and Technology	6.1.12.C.2.b Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	inflation, debt, trade, taxation	4, 5, 6
History, Culture, and Perspectives	6.1.12.D.2.a Analyze contributions and perspectives of African	Informal and formal teacher-made assessments	-Textbook	-Primary resources and	Native American contributions	4, 5, 6

	Americans, Native Americans, and women during the American Revolution.	(formative and performance-based)	-Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	literary connections		
History, Culture, and Perspectives	6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	due process, rule of law, individual rights	4, 5, 6
History, Culture, and Perspectives	6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	trade, foreign policies, domestic policies	4, 5, 6
History, Culture, and Perspectives	6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	women's rights, role of women in 18 th century	4, 5, 6
History, Culture, and Perspectives	6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources	-Primary resources and literary connections	rights of African Americans	4, 5, 6

			-Websites (brainpop.com, history.com)			
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Essential Question(s): Throughout the United States' history from 1801-1861, how have past interactions of people, cultures, and the environment shaped the American heritage? What political, social, and economic factors caused American territorial expansion? How did the rapid expansion and transformation of the American economy contribute to regional tensions, social reform, political compromises, and an expansion of democratic practices?

21st Century Theme: Global Awareness

21st Century Skills:

Standards: 6.1

Content Area: Social Studies

Era: Expansion and Reform (1801-1861)

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

3. Expansion and Reform- Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Manifest Destiny	6, 7, 8
Civics, Government, and Human Rights	6.1.12.A.3.b Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Tripoli pirates, Louisiana Purchase, War of 1812, Monroe Doctrine, War with Mexico, Native American removal	6, 7, 8

	perceived national interest.					
Civics, Government, and Human Rights	6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	geopolitics, American foreign relations	6, 7, 8
Civics, Government, and Human Rights	6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	national government, economic growth	6, 7, 8
Civics, Government, and Human Rights	6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Indian Removal Act	6, 7, 8
Civics, Government, and Human Rights	6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	1844 State Constitution, abolition, women's rights, temperance, Antebellum period	6, 7, 8

Civics, Government, and Human Rights	6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	party politics, interest groups, democracy	6, 7, 8
Civics, Government, and Human Rights	6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	slavery	6, 7, 8
Civics, Government, and Human Rights	6.1.12.A.3.i Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	anti-slavery movement, abolition	6, 7, 8
Geography, People, and the Environment	6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Westward expansion, Louisiana Purchase	6, 7, 8
Economics, Innovation, and Technology	6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Industrial Revolution	6, 7, 8

	environment in New Jersey and the nation.					
Economics, Innovation, and Technology	6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	natural resources	6, 7, 8
History, Culture, and Perspectives	6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Westward expansion	6, 7, 8
History, Culture, and Perspectives	6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	immigration, ethnicity, cultural	6, 7, 8
History, Culture, and Perspectives	6.1.12.D.3.c Assess 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).	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	states' rights, nullification, Missouri Compromise, Compromise of 1850	6, 7, 8
History, Culture, and Perspectives	6.1.12.D.3.d Analyze the role education played in improving	Informal and formal teacher-made assessments	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets)	-Primary resources and literary connections	education	6, 7, 8

	economic opportunities and in the development of responsible citizens.	(formative and performance-based)	-Hands-on activities -Primary resources -Websites (brainpop.com, history.com)			
History, Culture, and Perspectives	6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	religious movements (Second Great Awakening), social reform	6, 7, 8

Essential Question(s): Throughout the United States' history from 1850-1877, how have past interactions of people, cultures, and the environment shaped the American heritage? How was the Civil War caused by ideological, economic, and political differences about the future course of the nation? How were efforts to reunite the country through Reconstruction contested and resisted? What were the long-term consequences?

21st Century Theme: Global Awareness

21st Century Skills:

Standards: 6.1

Content Area: Social Studies

Era: Civil War and Reconstruction (1850-1877)

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

4. Civil War and Reconstruction- 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.

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.1.12.A.4.a Analyze 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.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Fugitive Slave Act, Dred Scott Decision, Secession, Civil War	9, 10, 11

Civics, Government, and Human Rights	6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address	9, 10, 11
Civics, Government, and Human Rights	6.1.12.A.4.c Evaluate how political and military leadership affected the outcome of the Civil War.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Civil War military leaders (Grant, Lee, etc) Abraham Lincoln	9, 10, 11
Civics, Government, and Human Rights	6.1.12.A.4.d Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	13th, 14th, and 15th Amendments	9, 10, 11
Geography, People, and the Environment	6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Results of Civil War (political boundaries, military strategy, transportation)	9, 10, 11
Geography, People, and the Environment	6.1.12.B.4.a Analyze the impact of population shifts and migration patterns during the Reconstruction period.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	migration, Reconstruction	9, 10, 11

Economics, Innovation, and Technology	6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	slavery, industrial markets, agriculture	9, 10, 11
Economics, Innovation, and Technology	6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	economies of North and South	9, 10, 11
Economics, Innovation, and Technology	6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	cost of Civil War, Reconstruction	9, 10, 11
History, Culture, and Perspectives	6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Union states, Confederate states, rights of African Americans	9, 10, 11
History, Culture, and Perspectives	6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Effects of Civil War, effects of civil wars abroad	9, 10, 11
History, Culture, and Perspectives	6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Reconstruction	9, 10, 11

History, Culture, and Perspectives	6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Reconstruction	9, 10, 11
History, Culture, and Perspectives	6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	14 th Amendment	9, 10, 11

Essential Question(s): Throughout the United States' history from 1870-1900, how have past interactions of people, cultures, and the environment shaped the American heritage? How did technological developments and unregulated business practices revolutionize transportation, manufacturing, and consumption and change the daily lives of Americans? How did the Industrial Revolution and immigration have a powerful impact on labor relations, urbanization, the environment, and cultural values and create tensions between ethnic and social groups?

21st Century Theme: Global Awareness

21st Century Skills:

Standards: 6.1

Content Area: Social Studies

Era: The Development of the Industrial United States (1870-1900)

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

5. The Development of the Industrial United States- Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets)	-Primary resources and literary connections	Industrial Revolution, workers rights, unions	12, 13

			-Hands-on activities -Primary resources -Websites (brainpop.com, history.com)			
Civics, Government, and Human Rights	6.1.12.A.5.b Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	industrial regulations	12, 13
Civics, Government, and Human Rights	6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	discrimination, equality	12, 13, 14
Geography, People, and the Environment	6.1.12.B.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.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Homestead Act, transcontinental railroad, transportation improvements, Erie Canal	12, 13

Geography, People, and the Environment	6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	urbanization	12, 13, 14
Economics, Innovation, and Technology	6.1.12.C.5.a 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.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	corporations, monopolies, marketing, goods vs. service	12, 13
Economics, Innovation, and Technology	6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	economic development of the North, South, and West	12, 13
Economics, Innovation, and Technology	6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard	-Primary resources and literary connections	economic expansion, recession	12, 13

	businesses and individuals.		interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)			
History, Culture, and Perspectives	6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	innovation, entrepreneur, industrialization	12, 13
History, Culture, and Perspectives	6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	labor unions, agricultural organizations, workers rights	12, 13
History, Culture, and Perspectives	6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources	-Primary resources and literary connections	public education	12, 13

			-Websites (brainpop.com, history.com)			
History, Culture, and Perspectives	6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	immigration trends	12, 13, 14

Essential Question(s): Throughout the United States' history from 1890-1930, how have past interactions of people, cultures, and the environment shaped the American heritage? How did Progressive reform movements promote government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups? How did an expanding market for international trade promote policies that resulted in America emerging as a world power?

21st Century Theme: Global Awareness

21st Century Skills:

Standards: 6.1

Content Area: Social Studies

Era: The Emergence of Modern America (1890-1930)

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

6. The Emergence of Modern America: Progressive Reforms- Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities	-Primary resources and literary connections	Progressivism	15

	political corruption and in promoting social justice.		-Primary resources -Websites (brainpop.com, history.com)			
Civics, Government, and Human Rights	6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	abolition, women's suffrage, and the temperance movement	15
Civics, Government, and Human Rights	6.1.12.A.6.c 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.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	National Association for the Advancement of Colored People, Plessy v. Gerfuson	15
Geography, People, and the Environment	6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	trade, global markets, geographical trends	15, 16
Geography, People, and the Environment	6.1.12.B.6.b 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	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources	-Primary resources and literary connections	preservation, natural resources, unregulated development of natural resources	15

	period of industrial expansion.		-Websites (brainpop.com, history.com)			
Economics, Innovation, and Technology	6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	labor unions, agricultural organizations	14
Economics, Innovation, and Technology	6.1.12.C.6.b Determine how supply and demand influence price and output during the Industrial Revolution.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	supply and demand, Industrial Revolution	13
Economics, Innovation, and Technology	6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	investment, credit, savings, debt, and financial institutions	13-17
History, Culture, and Perspectives	6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	immigration, technological innovation, agriculture, industry, and urban culture, Paterson Silk Strike 1913	13-15
History, Culture, and Perspectives	6.1.12.D.6.b Compare and contrast the foreign policies of American presidents	Informal and formal teacher-made assessments	-Textbook	-Primary resources and	Presidencies of: Harrison, Cleveland, McKinley T.	13-17

	during this time period, and analyze how these presidents contributed to the United States becoming a world power.	(formative and performance-based)	-Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	literary connections	Roosevelt, Taft, Wilson, Harding, Coolidge	
History, Culture, and Perspectives	6.1.12.D.6.c 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.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	women's rights, women's suffrage, 19 th Amendment	15

Essential Question(s): Throughout the United States' history from 1890-1930, how have past interactions of people, cultures, and the environment shaped the American heritage? How did the United States' involvement in World War I affect politics, the economy, and geopolitical relations following the war?

21st Century Theme: Global Awareness

21st Century Skills:

Standards: 6.1

Content Area: Social Studies

Era: The Emergence of Modern America (1890-1930)

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

7. The Emergence of Modern America: World War I - United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities	-Primary resources and literary connections	neutrality	17

	eventually entered the war.		-Primary resources -Websites (brainpop.com, history.com)			
Civics, Government, and Human Rights	6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	patriotism, national security, the Espionage Act and the Sedition Amendment	17
Civics, Government, and Human Rights	6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Treaty of Versailles and the League of Nations	17
Geography, People, and the Environment	6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	militarism, land acquisition	17
Economics, Innovation, and Technology	6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	technological improvements of WWI	17

Economics, Innovation, and Technology	6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	work force changes during WWI	17
History, Culture, and Perspectives	6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Woodrow Wilson	17
History, Culture, and Perspectives	6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	propaganda, special interest groups, fact vs. opinion, foreign policy	17
History, Culture, and Perspectives	6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	authoritarian, fascism, communism, and socialism	17

Essential Question(s): Throughout the United States' history from 1890-1930, how have past interactions of people, cultures, and the environment shaped the American heritage? Why was the 1920s characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems?

21st Century Theme: Global Awareness

21st Century Skills:

Standards: 6.1

Content Area: Social Studies						
Era: The Emergence of Modern America (1890-1930)						
6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.						
8. The Emergence of Modern America: Roaring Twenties- The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.						
Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.1.12.A.8.a Related government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	installment plan, inflation, deport	18
Civics, Government, and Human Rights	6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	assembly line, isolationism	18
Civics, Government, and Human Rights	6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities	-Primary resources and literary connections	social intolerance, xenophobia, anarchy	18

			-Primary resources -Websites (brainpop.com, history.com)			
Geography, People, and the Environment	6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	agricultural production, marginal farmland	18
Economics, Innovation, and Technology	6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Great Migration	18
Economics, Innovation, and Technology	6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	interwar period, consumer economy, role of women	17, 18

6.1.12.D.8.a History, Culture, and Perspectives	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Great Migration	18
History, Culture, and Perspectives	6.1.12.D.16.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Harlem Renaissance	18

Essential Question(s): While considering context, point of view, and multiple perspectives, how credible and valuable is information? How can you eliminate prejudice and discrimination from source? What solutions to problem and conflicts that arise in our interconnected world can you formulate? What actions can you take to make a more just and equitable society?

21st Century Theme: Global Awareness

21st Century Skills:

Standards: 6.3

Content Area: Social Studies

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

Active citizens in the 21st century:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
- Critically analyze information, make ethical judgments, and responsibly address controversial issues.

- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
- Take actions that result in a more just and equitable society.

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	public accountability, transparency	n/a
Civics, Government, and Human Rights	6.3.12.A.2 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 such problems are universal.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	slavery, child labor, unfair labor practices	n/a