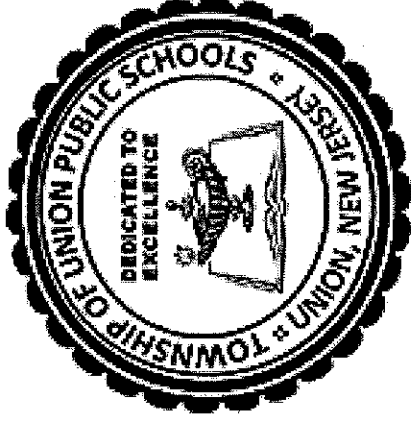


TOWNSHIP OF UNION PUBLIC SCHOOLS



United States History I

August 20, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This course traces the history of the United States from the Colonial period to the end of the Progressive Era, including WWI. All students will acquire knowledge of the time period discussing and analyzing interactions of people, cultures, and environment. Students will be immersed in research methods, and critical thinking techniques to demonstrate how the above-mentioned periods shaped the United States and our relations within the global community. Such knowledge and skills will enable students to make informed decisions that reflect core democratic values as productive citizens in local, national, and global communities.

A heavy emphasis has been put on communication skills, both writing and speaking. Students will also analyze charts, graphs, and maps. Skills needed to be successful in workplace environments will be applied in the form of objective reasoning, listening, and problem solving.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: The Colonial Era and American Revolution	30-35
Unit 2: A New Nation and Westward Expansion	30-35
Unit 3: The Civil War and Reconstruction	15-20
Unit 4: Urbanization and Immigration	30-35
Unit 5: The Progressive Era	15-20
Unit 6: American Imperialism and WWI	25-30

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1 The Colonial Era and American Revolution	<p>6.1.12.A.1.a</p> <p>6.1.12.A.1.b</p> <p>6.1.12.C.1.a</p> <p>6.1.12.C.1.b</p> <p>6.1.12.D.1.a</p> <p>6.1.12.A.2.a</p> <p>6.1.12.A.2.b</p> <p>6.1.12.A.2.c</p> <p>6.1.12.A.2.d</p> <p>6.1.12.A.2.e</p> <p>6.1.12.A.2.f</p> <p>6.1.12.B.2.a</p>	<p>Identify the diverse Native American groups in North America.</p> <p>Understand European societies of the 1400's and the forces that led them to undertake exploration.</p> <p>Describe the Spanish exploration of the Americas and its effects on Native Americans, Africans, and Europeans.</p> <p>Describe the English settlement at Jamestown.</p> <p>Understand the economic relationship between England and its North American colonies.</p> <p>Characterize the plantation system in the South and its impact on slave labor.</p> <p>Identify the Middle Passage and its relationship as part of the</p>	<ul style="list-style-type: none"> Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations

6.1.12.B.2.b
6.1.12.D.2.a

Triangle Trade System.

Recognize the economic differences of the American colonies based on region.

Summarize the impact of Enlightenment thinking and its possible link to the American Revolution.

Analyze the Impact of the French and Indian War as the possible beginning of American Revolution.

Summarize colonial resistance to British taxation.

Explain why Boston Massachusetts is the nucleus of revolutionary thought.

Analyze the Declaration of Independence breaking it down into three components.

Trace conflicts in the North and South during the Revolutionary War.

Describe the political and economic problems faced by the Confederation as a new nation develops.

- Document Based Question analysis and essays
- Written responses to queries
- Summary and Analysis of Videos/Documentaries/Films
- Summary and analysis of guest speakers

Suggested Resources
Provide links to specific resources/activities

<http://www.nationalgeographic.com/>

<http://www.history.com/>

<http://www.historynet.com/>

https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html

<http://constitutionus.com/>

<https://www.primarysource.org/>

<http://historynewsnetwork.org/>

<https://www.smithsonianchannel.com/>

<https://www.archives.gov/>

<https://nj.gov/education/holocaust/curriculum/>

<https://www.cnn.com/cnn10>

<https://www.icivics.org/>

	<p>https://kidskonnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.njamilistadcurriculum.net/history/unit/indigenous-civilizations-americas United States History, Pearson, 2016</p>	
Unit 2 A New Nation and Westward Expansion	6.1.12.D.2.b 6.1.12.C.2.b 6.1.12.D.2.c 6.1.12.D.2.d 6.1.12.D.2.e 6.1.12.C.3.a 6.1.12.D.3.a 6.1.12.D.3.c 6.1.12.D.3.d	<p>Explain the purpose for establishing the constitution.</p> <p>Explain the main roles of the legislative, judicial, and executive branch.</p> <p>Examine the qualifications and terms of office for senators, house members, and the President.</p> <p>Understand how the Constitution limited the powers of Congress.</p> <p>Explain the powers and duties of the President.</p> <p>Describe the debates between state rights and the jurisdiction of the federal government.</p> <p>Identify the basic freedoms guaranteed by the first ten amendments.</p> <p>Identify significant changes that happened during Jefferson's presidency including the Louisiana Purchase.</p> <p>Explain the causes and consequences of the War of 1812.</p> <p>Summarize the ways in which nationalism shaped American foreign policy.</p> <p>Examine the crucial issues and events of Andrew Jackson's presidency.</p> <p>Analyze the ideology and effect of Manifest Destiny.</p> <p>Describe the Texas settlement, and the struggle for independence and annexation.</p>

	<p>Describe the impact of new markets, entrepreneurs, and inventions on the 19th-century American economy.</p> <p>Discuss the central role that women played in 19th century reform movements.</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>http://www.nationalgeographic.com/ http://www.history.com/ http://www.historynet.com/ https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html http://constitutionus.com/ https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://nl.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 https://www.icivics.org/ https://kidskonnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.niamistadcurriculum.net/history/unit/establishment-new-nation United States History, Pearson, 2016.</p>
<p>Unit 3 The Civil War and Reconstruction</p>	<p>6.1.12.A.4.a Identify economic and cultural differences between the North and the South.</p> <p>6.1.12.A.4.b Describe the question of slavery from a political viewpoint and determine its influence on the Civil War.</p> <p>6.1.12.A.4.c Describe the operation of the Underground Railroad and other forms of protests against slavery and abolitionists groups.</p> <p>6.1.12.A.4.d Analyze the strengths and strategies of both sides at the beginning of the Civil War.</p> <p>6.1.12.B.4.a Explain the significance of the Gettysburg Address.</p> <p>6.1.12.C.4.c Explain the significance of the Emancipation Proclamation.</p> <p>6.1.12.D.4.b</p> <p>6.1.12.D.4.c</p> <p>6.1.12.D.4.d</p>

	<p>6.1.12.D.4.e</p>	<p>Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>Describe various Reconstruction plans and analyze the consequences of that plan from the perspective of former slaves.</p> <p>Analyze the effectiveness the Reconstruction Era.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>http://www.nationalgeographic.com/ http://www.history.com/ http://www.historynet.com/ https://www.census.gov/histoy/www/genealogy/decennial_census_records/census_records_2.html http://constitutionus.com/ https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://ni.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 https://www.icivics.org/ https://kidskonnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.njamilstadium.net/history/unit/establishment-new-nation United States History, Pearson, 2016.</p>	<p>Analyze how the mass production of steel changed the United States.</p> <p>Determine the affect railroads had on the country's economy and population expansion.</p> <p>Analyze the effect Big Business had on the working class as well as the political landscape.</p> <p>Describe the journey immigrants endured and their experiences in United States immigration stations.</p>	
<p>Unit 4 Urbanization and Immigration</p>	<p>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</p>		

6.1.12.D.5.d

Analyze push and pull factors causing immigrants to enter the United States.

Explain how cities dealt with housing, transportation, sanitation, and safety issues.

Examine the causes and effects of the Nativists' anti-immigrant sentiments.

Describe the role of women in helping immigrant communities assimilate.

Analyze the effectiveness of political machines to stay in power through corruption.

Describe measures taken by the government to reform corruption.

- <http://www.nationalgeographic.com/>
 - <http://www.history.com/>
 - <http://www.historynet.com/>
 - https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html
 - <http://constitutionus.com/>
 - <https://www.primarysource.org/>
 - <http://historynewsnetwork.org/>
 - <https://www.smithsonianchannel.com/>
 - <https://www.archives.gov/>
 - <https://nj.gov/education/holocaust/curriculum/>
 - <https://www.cnn.com/cnn10>
 - <https://www.icivics.org/>
 - <https://kidskconnect.com/>
 - <https://www.readworks.org/>
 - <https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies>
 - <https://shg.stanford.edu/>
 - <http://www.njastadcurriculum.net/history/unit/post-reconstruction>
- United States History, Pearson, 2016.

Suggested Resources
Provide links to specific resources/activities

<p>Unit 5 The Progressive Era</p>	<p>Suggested Resources Provide links to specific resources/activities</p>	<p>6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.b 6.1.12.C.6.c 6.1.12.D.6.a 6.1.12.A.6.c</p>	<p>Explain the four goals of Progressivism</p> <p>Identify progressive efforts to reform state government; protect workers, and reform elections.</p> <p>Analyze the government's efforts to promote social welfare.</p> <p>Explain how the Progressive Era enacted economic reform.</p> <p>Analyze how women played a leading role in the Progressive Era.</p> <p>Analyze the presidency of Theodore Roosevelt and his contributions to the Progressive Era.</p> <p>Explain how Upton Sinclair's <i>The Jungle</i> led to progressive changes in the food and drug industry.</p>	
<p>Unit 6 American Imperialism and</p>	<p>6.1.12.B.6.a 6.1.12.B.6.b</p>	<p>6.1.12.B.6.a 6.1.12.B.6.b</p>	<p>Explain the economic and cultural factors that fueled the growth of American imperialism?</p>	

<p>W.1</p>	<p>6.1.12.D.6.b 6.1.12.D.6.c 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.b 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c</p>	<p>Describe how the United States acquired Alaska. Summarize how the United States took over the Hawaiian Islands.</p> <p>Identify the events that created tensions between the United States and Spain.</p> <p>Trace the course of the Spanish-American War and its results.</p> <p>Describe U.S. involvement in Puerto Rico and in Cuba.</p> <p>Identify causes and effects of the Philippine-American War.</p> <p>Explain the purpose of the Open Door Policy in China.</p> <p>Explain how Theodore Roosevelt's foreign policy promoted American power around the world.</p> <p>Describe how Woodrow Wilson's missionary diplomacy ensured American dominance in Latin America.</p> <p>Identify the long term causes and immediate circumstances that led to World War I.</p> <p>Summarize U.S. public opinion about the war.</p> <p>Describe how the United States mobilized for war.</p> <p>Identify new technology in weapons during WWI.</p> <p>Summarize Wilson's Fourteen Points.</p> <p>Describe the Treaty of Versailles and international and domestic reaction to it.</p> <p>Explain how the Treaty of Versailles created the foundation for a second world war.</p>	<p>Suggested Resources Provide links to specific resources/activities</p> <p>http://www.nationalgeographic.com/ http://www.history.com/ http://www.historynet.com/ https://www.census.gov/history/www/genealogy/decennial_census_records/ce</p>
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http://constitutionus.com/nsus_records_2.html
<https://www.primarysource.org/>
<http://histor/newsnetwork.org/>
<https://www.smithsonianchannel.com/>
<https://www.archives.gov/>
<https://mi.gov/education/holocaust/curriculum/>
<https://www.cnn.com/10>
<https://www.icivics.org/>
<https://kidskonnect.com/>
<https://www.readworks.org/>
<https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies>
<https://sheg.stanford.edu/>
<http://www.niamistadcurriculum.net/history/unit/emergent-modern-america>
[United States History, Pearson, 2016.](#)

Curricular Units

Unit 1: The Colonial Era and American Revolution

Content Standards

Critical Knowledge & Skills

Content-Specific Practices

Standard Mastery Examples

<p>6.1.12.A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>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.</p> <p>6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.</p> <p>6.1.12.A.2.a Assess the importance of the intellectual origins of the</p>	<p>What constitutes a revolution?</p> <p>What causes people to explore?</p> <p>What effects does increased population have on society?</p> <p>How does innovation impact exploration?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p> <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led</p>	<p>The Americas before Columbus (source analysis)</p> <p>The “Nacrima People” Reading</p> <p>The Columbian Exchange Project – students will create a recipe for a food item and trace each ingredient to either the Western or Eastern Hemisphere.</p> <p>Jamestown Case Study (What led to the early destruction of the colony?)</p> <p>Colonial Map Activity – students will identify regional differences on a map of the original 13 colonies.</p>
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<p>Foundation... Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>6.1.12.A.2.b</p> <p>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.</p> <p>6.1.12.A.2.c</p> <p>Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p>	<p>Why do people move from place to place?</p> <p>Why do people colonize?</p>	<p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Triangle Trade Simulation.</p> <p>John Adams Case Study.</p>
<p>6.1.12.A.2.d</p> <p>Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p>6.1.12.A.2.e</p> <p>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.</p>	<p>What effect do social and religious beliefs have on society?</p> <p>Why is it important to have laws?</p> <p>How much power should the</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest</p>	<p>Colonial Song Activity – students will create a song describing the displeasure colonists have with the crown regarding taxation Acts.</p> <p>“Washington Crossing the</p>

	national government have?	speakers	Delaware "Painting Analysis"
<p>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.</p> <p>6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p>6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution,</p>	<p>How does geography affect the industry of the 13 colonies?</p> <p>What happens to people when greed clouds better judgment?</p> <p>What were the moral and economical implications of the slave trade?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Boston Massacre DBQ</p> <p>Charting advantages and disadvantages of the British and Colonial forces during the Revolutionary War.</p> <p>Analyzing the structure and content of the Declaration of Independence.</p> <p>Revolutionary War battle map web quest.</p>

Unit 1 Assessment Plan			
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>		<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p>Tests, Quizzes, Projects</p>	
Unit 1 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	
<p>a. Read written instructions/Google translate b. Students may be provided with note</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p>		<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions</p>

<p>organize... study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p>	<p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>c. Provide Assessments at a Higher Level</p>	<p>Thinking</p>
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Unit 1 Connections

NJSLS - Technology

When possible, provide links to specific samples/ documents/ assignments/ etc.

Refer to the [NJ Technology Standards](#)

Career Readiness Practices

When possible, provide links to specific samples/ documents/ assignments/ etc.

Refer to the [NJ Career Readiness Practices](#)

8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/ etc.

Refer to the [21st Century Life and Skills](#)

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.

Refer to the [NJ Student Learning Standards](#)

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

English: DBQ's, NJSLA style writing from Primary Sources

Math: Map Skills, interpreting charts and graphs

Determining the geological factors of early settlement and colonization.

9.2.8.b. Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Unit 2: A New Nation and Westward Expansion

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>6.1.12.D.2.b</p> <p>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.</p> <p>6.1.12.C.1.b</p> <p>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.</p>	<p>What did the Framers of the Constitution state as the main goals for government?</p> <p>How do checks and balances and separation of powers affect the role of government?</p> <p>How is the Constitution a living document?</p> <p>Would you support the federal or state government?</p> <p>What might happen if some states enforce laws and others don't?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Constitutional Amendment</p> <p>Timeline</p> <p>Amendment Debates - Freedom of Speech and Expression, Search and Seizure, and Capital Punishment.</p> <p>Analyze various court cases dealing with the 1st, 2nd, 4th, and 8th Amendment.</p>
<p>6.1.12.D.2.c</p> <p>Relate events in Europe to the development of American trade and American foreign</p>	<p>When is it necessary for a social movement?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p>	<p>Class Debate -- State v. Federal Law.</p>

<p>and domestic policies.</p> <p>6.1.12.D.2.d</p> <p>Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.</p> <p>6.1.12.D.2.e</p> <p>Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</p>	<p>6.1.12.A.3.a</p> <p>Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>6.1.12.A.3.b</p> <p>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 perceived national interest.</p> <p>6.1.12.A.3.d</p> <p>Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p>	<p>What was the role of women in 18th century society?</p> <p>What was life like for a free Black in the North?</p>	<p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>How did the rapid expansion and transformation of the American economy affect regional tensions and political compromises?</p> <p>How was slavery justified in the South?</p> <p>What were the origins of the anti-slavery movement?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>18th Century Social Movement</p> <p>Timeline</p>	<p>Manifest Destiny Painting Analyses</p>
<p>Market Revolution Project – Students will be given a new invention of the time period and will have to guess what it was used for, and its impact on American society.</p>							

<p>6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p>			
<p>6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p> <p>6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> <p>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).</p> <p>6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the</p>	<p>How did inventions affect the economy and the environment?</p> <p>How did expansion affect the population?</p> <p>Why was education important?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Westward expansion map activity.</p> <p>Western Expansion DBQ</p>

develop...ent of responsible citizens.		
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Unit 2 Assessment Plan		
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers / study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 2 Connections		
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards		Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report		CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.

<p>results.</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p>Inerdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <u>NJ Student Learning Standards</u></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: DBQ's, NJSLA style writing from Primary Sources</p> <p>Math: Map Skills, interpreting charts and graphs</p> <p>Science: Exploring flora and fauna of the Louisiana Purchase.</p> <p>Determining the geological factors of early settlement and colonization</p>

<h3>Unit 3: The Civil War and Reconstruction</h3>			
<p>Content Standards</p>	<p>Critical Knowledge & Skills ("Unpacked" Standards)</p>	<p>Content-Specific Practices (when applicable)</p>	<p>Standard Mastery Examples <i>(The Student will be able to:)</i></p>
<p>6.1.12.A.4.a</p> <p>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.</p> <p>6.1.12.A.4.b</p> <p>Analyze how ideas found in key</p>	<p>Is it possible to compromise on an ethical issue such as slavery?</p> <p>Did the 13th, 14th, and 15th</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p>	<p>Character Analysis – Students will construct a narrative based on a character they are assigned during this time period. Characters include slaves, slave owners, factory owners, and Confederate or Union soldiers.</p>

<p>documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</p> <p>6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p>	<p>Amendments create equality for all?</p>	<p>Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Create a chronology of the compromises leading up to the Civil War.</p>
<p>6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War</p> <p>6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p>	<p>What are the obstacles to altering an institution, such as slavery, that is fundamental to a region's economy and way of life?</p> <p>How does innovation impact society?</p> <p>How do economic conditions impact social inequality?</p> <p>Do deep rooted social and political issues make compromise impossible?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays</p>	<p>Civil War Technology Case Study – students will examine how the North's use of technology led to its victory.</p> <p>Civil War map battle study.</p>

<p>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.</p>	<p>How did ideological, political and economic differences over the course of a nation come together to cause the Civil War?</p>	<p>Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Create a chart comparing military styles of Union and Confederate Generals.</p>
<p>6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.</p>	<p>What were the after-effects of the Civil War for both sides?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Analyze the Gettysburg address and write a reaction essay.</p>
<p>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.</p>	<p>How can a divided nation reunite?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers</p>	<p>Read the Emancipation Proclamation and debate the relevance of the speech from both a social and legal</p>

<p>6.1.12.D.4.c</p> <p>Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.D.4.d</p> <p>Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.D.4.e</p> <p>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.</p>	<p>What were the long-term consequences of the efforts to reunite the country after the Civil War?</p>	<p>and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>perspective.</p> <p>Viewing history through photographs. Analyzing the hatred of African Americans during Reconstruction.</p>
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Unit 3 Assessment Plan			
Formative Assessment	Summative Assessment		
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>		

Unit 3 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers /</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p>	

<p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>study guides to reinforce topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>e. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	<p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>
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Unit 3 Connections		
<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p>	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the 21st Century Life and Skills</p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Student Learning Standards</p>	
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>	<p>English: DBQ's, NJSLA style writing from Primary Sources</p> <p>Math: Map Skills, interpreting charts and graphs</p>	

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Determining the geological factors of early settlement and colonization

Unit 4: Urbanization and Immigration

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
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.	How does industrialization affect the social, cultural, and economic elements of our nation? How does rapid growth affect cities?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group	Analyze today’s attitudes towards immigrants, legal and illegal and compare to the time period. City Planning Project – students are responsible for creating a city blue print, containing infrastructure needed for the city to function.
6.1.12.B.5.b Assess the impact of rapid			

<p>6.1.12.D.5.b</p> <p>Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p>	<p>to help from someone outside their culture?</p> <p>What skills do immigrants need in order to thrive in the United States?</p>	<p>C. Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Immigration DBQ</p> <p>Immigrant Children's Book Project – students will create a storybook written for a child describing the immigrant experience.</p>
<p>6.1.12.D.5.d</p> <p>Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p>			

Unit 4 Assessment Plan			
Formative Assessment		Summative Assessment	
<p>When possible, provide links to specific samples/ documents/ assignments/ etc.</p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p>When possible, provide links to specific samples/ documents/ assignments/ etc.</p> <p>Tests, Quizzes, Projects</p>	
Unit 4 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p>When possible, provide links to specific samples/ documents/ assignments/ etc.</p> <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p>	<p>When possible, provide links to specific samples/ documents/ assignments/ etc.</p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p>	<p>When possible, provide links to specific samples/ documents/ assignments/ etc.</p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p>	

<p>c. MC and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p>	<p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p>	<p>d. greatsocialstudies.com (Enrichment Activities)</p>
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Unit 4 Connections		
NJSEL - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p> <p>English: DBQ's, NJSLA style writing from Primary Sources</p> <p>Math: Map Skills, interpreting charts and graphs</p> <p>Determining the geological factors of early settlement and colonization</p>	

global,

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Unit 5: The Progressive Era

Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific sample/ documents/ assignments/ etc.</i>
6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. 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.	What kinds of actions can bring about social change? How did the lives of women change during this time period? How did the lives of African	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of	Social Reformer DBQ Political Cartoon Analysis Readings from <i>The Jungle</i> . Modern Day Muckraker Activity – students will find a newscast on-line and present

<p>6.1.12.A.6.c</p> <p>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., <i>Plessy v. Ferguson</i>) and state and local governmental policies.</p>	<p>Americans begin to change?</p>	<p>Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>the issue to the class.</p>
<p>6.1.12.B.6.b</p> <p>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.</p> <p>6.1.12.C.6.c</p> <p>Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p>6.1.12.D.6.a</p> <p>Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture</p>	<p>How can individuals bring about change in their government?</p> <p>How might reformers recruit others?</p> <p>How did woman play a role in the formation of social programs?</p> <p>What impact did technology have on the agriculture and industry?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Roosevelt and National Parks Activity – students will research the President’s efforts to create National Parks and present to the class.</p> <p>PowerPoint Presentations – students will research additional information in chapter 9 regarding prohibition, trust busting, and labor reform, and create a PowerPoint to teach the class.</p>

<p>during. . . late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.</p>	<p>Summary and analysis of guest speakers</p>	
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Unit 5 Assessment Plan		
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Read written instructions Students may be provided with note organizers /study guides to reinforce key topics. Model and provide examples Extended time on assessments when needed. Establish a non-verbal cue to redirect student when not on task. Students may use a bilingual dictionary. Pair Visual Prompts with Verbal Presentations Highlight Key Words & Phrases 	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. 	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Use of Higher Level Questioning Techniques Extension/Challenge Questions Provide Assessments at a Higher Level of Thinking greatsocialstudies.com (Enrichment Activities)

Unit 5 Connections		
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	

<p>worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p>Intrdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <u>NJ Student Learning Standards</u></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: DBQ's, NJSLA style writing from Primary Sources</p> <p>Math: Map Skills, interpreting charts and graphs</p> <p>Determining the geological factors of early settlement and colonization</p>

<p>Unit 6: American Imperialism and WWI</p>			
<p>Content Standards</p>	<p>Critical Knowledge & Skills ("Unpacked" Standards)</p>	<p>Content-Specific Practices (when applicable)</p>	<p>Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>6.1.12.B.6.a Determine the role</p>	<p>When should the United States intervene in</p>	<p>Annotations and close reading activities</p>	<p>Class Debate -- should the United States get involved</p>

<p>geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>6.1.12.B.6.b</p> <p>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.</p> <p>6.1.12.D.6.b</p> <p>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.</p> <p>6.1.12.D.6.c</p> <p>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.</p>	<p>the affairs of another country?</p> <p>Is it the responsibility of the United States to police the world?</p> <p>How were the rights of women expanded?</p>	<p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>with foreign affairs</p> <p>Imperialism Magazine Cover Project – students will create a magazine cover along with an editorial.</p> <p>Create a map indicating the benefit of the Panama Canal.</p> <p>19th Amendment Analysis</p>
<p>6.1.12.A.7.a</p> <p>Analyze the successes and failures of efforts to expand</p>	<p>How do the media influence public</p>	<p>Annotations and close reading activities</p>	

<p>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.</p> <p>6.1.12.A.7.b</p> <p>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).</p> <p>6.1.12.A.7.c</p> <p>Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p>	<p>opinion?</p> <p>What happens to nations after a war is over?</p>	<p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Media persuasion activity – students will research a recent topic in history that was manipulated by the media.</p> <p>Writing assignment – pick a topic that affects students and write an article using yellow journalistic techniques.</p>
<p>6.1.12.B.7.a</p> <p>Explain how global competition by nations for land and resources led to increased militarism.</p> <p>6.1.12.C.7.b</p> <p>Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during</p>	<p>Is it right for the United States to intervene in foreign conflicts?</p> <p>How did World War I affect women and minorities?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable</p>	<p>Class Debate: Was our involvement in World War I necessary?</p> <p>WWI letters home - students</p>

<p>World War I.</p>		<p>historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>will write a letter home describing their life on the front lines.</p>
<p>6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.</p> <p>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.</p> <p>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.</p>	<p>When American lives are threatened, how should the government respond?</p> <p>Should the United States go to war to make the world "safe for democracy"?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest</p>	<p>WWI DBQ</p> <p>WWI weapons activity – students will research WWI weapons technology and present to the class how they were used</p>

Unit 6 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 6 Suggested Modifications / Accommodations / Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers / study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension / Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 6 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

<p>8.1.12... j: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p> <p>English: DBQ's, NJSLA style writing from Primary Sources</p> <p>Math: Map Skills, interpreting charts and graphs</p> <p>Science: Exploring World War I technology</p> <p>Determining the geological factors of early settlement and colonization</p>