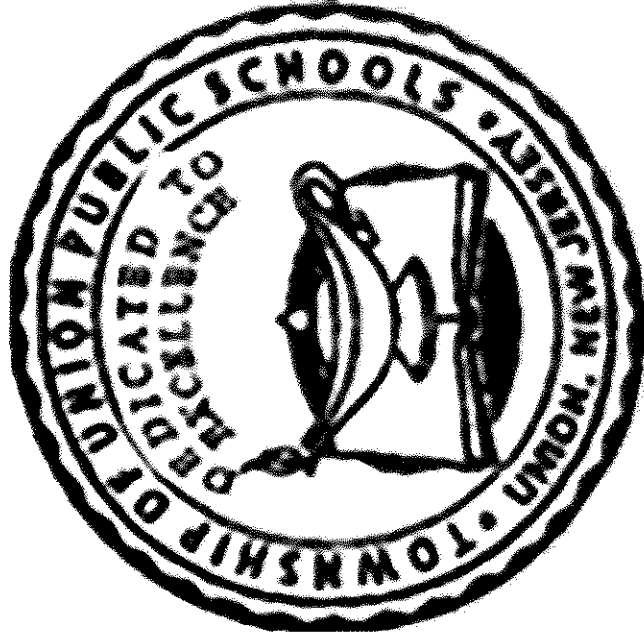


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Sports & Entertainment Marketing
Curriculum Guide
October 2017**

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

Sports and Entertainment Marketing is a specialized course for students with a career interest in the fields of sports, entertainment, and/or recreation. In addition to providing a fundamental knowledge of global marketing, this course is designed to equip students with entry-level competencies and college preparatory skills in the areas of advertising, promotion, sponsorship, event marketing, and communications. Students also explore all money making aspects of the television, motion picture, and sports industries, as well as multiple career options. Through classroom activities and various assignments students will research industry practices, role-play, create projects and presentations based on acquired knowledge.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Recommended Resources

- **Lois Schneider Farese, David A. Grossman, and Gordon Nicholson. Sports and Entertainment Marketing. NY, NY, Glencoe/McGraw-Hill. 2005**
- **Microsoft Office—Word, PowerPoint & Excel**
- **Entertainment Weekly**
- **Adweek**
- **Sports Business Journal**
- **Clips from ESPN 30 for 30's, The History of the NFL on TV, Sports on the Silver Screen and many movies that deal directly with the Sports and Entertainment Marketing Crossover.**
- **The Internet—You Tube**

Curriculum Units

Unit 1: Marketing Concepts with Sports and Entertainment

Unit 2: Sports Marketing

Unit 3: Sports Marketing Mix & Careers

Unit 4: Entertainment Marketing

Unit 5: Entertainment Marketing Mix & Careers

Pacing Guide – Course

<u>Content</u>	Number of Days
<u>Unit 1: Marketing Concepts with Sports and Entertainment</u>	25
<u>Unit 2: Sports Marketing</u>	30
<u>Unit 3: Sports Marketing Mix & Careers</u>	45
<u>Unit 4: Entertainment Marketing</u>	40
<u>Unit 5: Entertainment Marketing Mix & Careers</u>	40

New Jersey Student Learning Standards

21st Century Life and Careers

- **9.1 Personal Financial Literacy**
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit 1: Marketing Concepts with Sports and Entertainment

Unit 1 discusses the basic principles of marketing and economics with a special emphasis on sports and entertainment industries. It also introduces the history and background of sports and entertainment marketing with a focus on the legal issues and business risks. Students will be able to analyze the similarities between sports and entertainment products and evaluate the different ways they are successfully marketed to the consumer.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How would you describe the customers of sports and entertainment products?</p> <p>What kind of marketing strategies do sports and entertainment businesses use?</p> <p>How does sports and entertainment marketing affect the economy?</p> <p>How has sports and entertainment evolved as a business</p>	<ul style="list-style-type: none"> • Explain the marketing concept. • Define demographics. • Explain the marketing mix. • Explain the economic impact of sports and entertainment marketing. • Discuss the history of sports and entertainment. • Explain how sports and entertainment marketers use promotional tools to sell their products. • Identify differences between marketing sports and 	<ul style="list-style-type: none"> • Create a list of customer demographics and match to current products sold in the marketplace. • Develop a Visual that illustrates the students understanding of the Marketing Mix. • Generate a list of commercials that contain celebrities and analyze the effectiveness of the celebrity in that commercial. • Create a business that has exclusive agreements with individual companies that provide products and services. • Research historical timeline of motion picture in television events and type an essay that shows a major contrast in the history. • Create an original advertisement that 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

throughout the 20 th century?	entertainment products.	focuses on Target Market
--	-------------------------	--------------------------

Unit 2: Sports Marketing

This Unit examines the constant changing landscape of professional sports, from its most popular events to new sports trying to find their niche. We explore the sports consumer and their changing needs as businesses compete to satisfy them in the 21st century. Students will investigate sports products, with relationship to promotion, selling and their economic impact.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does sports marketing impact the ways sports are perceived?</p> <p>What is the major financial difference between men's and women's sports?</p> <p>What is the benefit to using market segmentation?</p> <p>How have sports products and services evolved with the constant changing of the world technology?</p> <p>How does sports</p>	<ul style="list-style-type: none"> • Explain the purpose of sports marketing. • Differentiate between amateur sports and professional sports. • Explain the significance of women's sports. • Explain market segmentation. • Explain the differences between sports goods and services. • Differentiate between the product line and product mix. 	<ul style="list-style-type: none"> • Research all money making aspects of a professional arena or stadium and create a presentation based upon information learned. • Identify female athletes that have endorsements deals and explain why most make less than male athletes. • Research a company and identify the scope of their product mix and identify their most successful product line. • Create a sporting event and discuss how it could improve the local economy. • Rank Professional Sports Franchises based on value and popularity. Then Research actual values. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit.

<p>marketing impact local and national economies?</p>	<ul style="list-style-type: none"> • Explain the economic impact of sports marketing. 	<ul style="list-style-type: none"> • Construct Print Ads for actual Sporting Events with focus on market segmentation. 	<ul style="list-style-type: none"> • Projects and oral presentations
---	--	---	---

Unit 3: Sports Marketing Mix & Careers

Unit 3 looks at pricing considerations and how it's applied to sports products. We discuss types of branding, licensing and promotional methods, as well as media markets and how they vary. The students also learn about careers in Sports Marketing.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does the development of a new product impact its pricing?</p> <p>What is the major benefit of properly conducting marketing research?</p> <p>What is the ethical responsibility of a company when hiring an athlete to endorse their product?</p> <p>Why should all</p>	<ul style="list-style-type: none"> • Explain the seven steps in developing a new product. • Identify pricing strategies. • Define market research and explain how businesses use market research. • Describe how to develop an effective brand name. • Explain the importance of sports sponsorships and endorsements. • Discuss how companies choose sports endorsers for their products. 	<ul style="list-style-type: none"> • Create, administer, and analyze a customer survey for a new product. • Identify celebrities/athletes who currently have endorsement deals. State if they are a positive or negative choice for the product. • Create a new advertisement which has celebrities/athletes endorsing a product of their choice. • Develop an original advertisement that uses several different sales promotions. • Perform a SWOT analysis on 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit.

<p>companies perform a SWOT analysis?</p> <p>What are the skills and traits needed to pursue a career in sports marketing</p>	<ul style="list-style-type: none"> • Describe the use of technology in promotion. • Explain the types and steps in selling. • Explain the purpose and function of a marketing plan. • Identify different career and employment opportunities in sports marketing. 	<p>several products and companies.</p> <ul style="list-style-type: none"> • Research careers in sports marketing and identify job duties, salaries, advancement and promotion, and benefits to working in this field. 	<ul style="list-style-type: none"> • Projects and oral presentations
---	---	--	---

Unit 4: Entertainment Marketing

Unit 4 will have a focus on the entertainment marketing for diverse variety of products and different types of business that operate in the entertainment industry. We examine entertainment goods and services and how each product is marketed by using media to best reaches the target audience. Students will create many original projects that utilize technology.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the global impact of the entertainment industry?</p> <p>What influence does entertainment media outlets have on the economy?</p>	<ul style="list-style-type: none"> • Define entertainment marketing. • Identify types of entertainment media. • Explain types of businesses in the entertainment industry. • Identify types of 	<ul style="list-style-type: none"> • Generate lists of all known and researched entertainment products. • Analyze movie previews and trailers. Critique their effectiveness through written movie reviews. • Research all entertainment media outlets and analyze which type of media is more successful. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information

<p>How the difference in primary markets and secondary markets effect film distribution?</p> <p>What constitutes a successful network?</p>	<p>entertainment products.</p> <ul style="list-style-type: none"> • Explain the significance of impulse spending. • Explain the importance of programming. 	<ul style="list-style-type: none"> • Write plot summary and discuss all possible promotional techniques for a new movie. Also create a movie poster to complement the plot summary. • Research the importance of television ratings and then create an original network programming schedule. • Develop an original trailer for a movie or Television program 	<p>learned.</p> <ul style="list-style-type: none"> • Final mastery test on unit. • Projects and oral presentations.
--	--	--	---

Unit 5: Entertainment Marketing Mix & Careers

This last Unit looks at product and pricing in entertainment marketing. We will analyze profitable uses of images, licensing and product placement. Students will research careers in entertainment marketing.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How can celebrities still generate substantial cash flow years after their own death?</p> <p>How do certain celebrities impact the success of a movie?</p> <p>How does merchandising affect</p>	<ul style="list-style-type: none"> • Define gross profit and net profit. • Explain how celebrities are brands. • Describe the role of merchandising in entertainment marketing. • Explain the importance of entertainment product licensing in aspects of royalties. 	<ul style="list-style-type: none"> • Research a celebrity that has passed away and discuss how their merchandise still generates money for their estate? • Identify several entertainment related current events and create an entertainment news program based on those events using technology. • Create a talk show segment that 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information

<p>the financial success of a movie?</p> <p>How does a budget impact the promotional activities of a movie?</p> <p>What are the skills and traits needed to pursue a career in the entertainment industry?</p>	<ul style="list-style-type: none"> • Identify the role of advertising in entertainment promotion. • Describe how other promotional methods are used in entertainment marketing. • Describe educational preparation for a career in entertainment marketing. • Identify career areas in entertainment marketing. 	<p>highlights movie promotion and a positive interaction between host and guest(s).</p> <ul style="list-style-type: none"> • Research careers in entertainment marketing and identify job duties, salaries, advancement and promotion, and benefits to working in this field. • Observe various segments of classic movies throughout the decades and create different promotions based on the target market. 	<p>learned.</p> <ul style="list-style-type: none"> • Final mastery test on unit. • Projects and oral presentations.
---	---	---	---

Resource Links

www.the-numbers.com

www.watchmojo.com

www.marketingcareeredu.org/sports-marketing

www.workinsports.com/sports/marketing

www.nfl.com

www.mlb.com

www.nba.com

www.uefa.com/uefachampionsleague/

www.espn.com

www.marketingteacher.com/sales-promotion

www.forbes.com/lists/

www.powtoon.com

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- 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.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

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

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new

technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

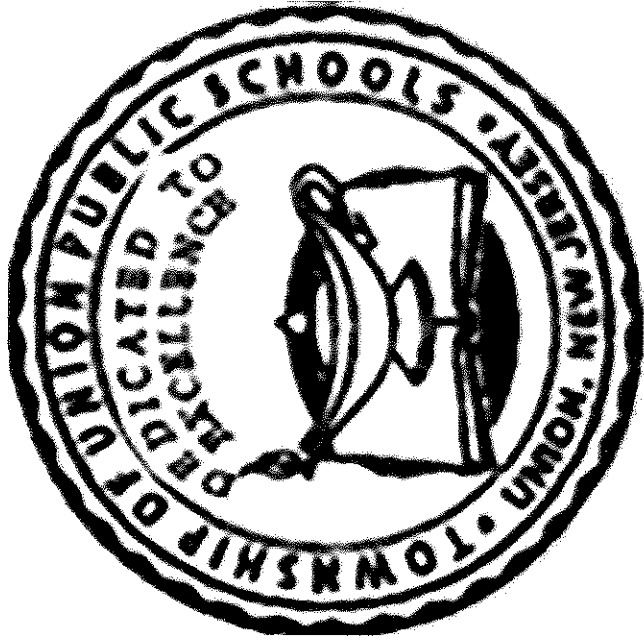
CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

TOWNSHIP OF UNION PUBLIC SCHOOLS



**Hospitality and Tourism Marketing
Curriculum Guide
October 2017**

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 the formulation of 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.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course of study enables students to understand business activities related to the hospitality and tourism industry, the second largest employer in the world and two of the most global and diverse businesses. This course draws upon the original principles and practices of marketing and links them with the latest and most innovative concepts that are used today by the hospitality and tourism industry's leaders. A fundamental knowledge base will be created for students wishing to pursue a career or become knowledgeable in the area of hospitality and tourism. Through classroom activities and various assignments students will research industry practices, role-play, create projects and participate in professional presentations based on acquired knowledge. The skills developed in this class will help students in furthering their education and any career.

Recommended Resources

Silva, Karen E. and Debra M. Howard. *Hospitality and Tourism*. NY, NY, Glencoe. 2006

Conde Nast Traveler

Advertising Age

www.marketingseries.glencoe.com

www.travelchannel.com

www.foodnetwork.com

Curriculum Units

Unit 1: The Hospitality and Tourism Business

Unit 2: Hospitality and Tourism Markets

Unit 3: Marketing Hospitality and Tourism

Unit 4: Exploring Careers in Hospitality & Tourism

Pacing Guide – Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> The Hospitality and Tourism Business	25
<u>Unit 2:</u> Hospitality and Tourism Markets	60
<u>Unit 3:</u> Marketing Hospitality and Tourism	70
<u>Unit 4:</u> Exploring Careers in Hospitality & Tourism	25

New Jersey Student Learning Standards

21st Century Life and Careers

- **9.1 Personal Financial Literacy**
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study

Unit 1: The Hospitality and Tourism Business

Unit 1 gives students an introductory foundation, describing the wide range of hospitality and tourism businesses and introducing the fundamentals of these diverse industries, their background and their economic, cultural, and environmental impact. Students will also start to research the wide range of careers and businesses, as each chapter is uncovered. An ongoing discussion in which the students discover the variables of a service compared to a good and the challenges it offers a business will be introduced.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>Why are hospitality and tourism the fastest growing industries today and how does that impact students?</p>	<ul style="list-style-type: none"> • Describe the hospitality and tourism industries. 	<ul style="list-style-type: none"> • Create and label a table that identifies the segments of the hospitality and tourism industries. 	<ul style="list-style-type: none"> • Complete end of chapter questions.
<p>How do travel, tourism and hospitality impact the world?</p>	<ul style="list-style-type: none"> • Identify the segments of the hospitality and tourism industries. 	<ul style="list-style-type: none"> • Produce a unique symbol that represents hospitality. 	<ul style="list-style-type: none"> • All projects and activities are completed.
<p>How does hospitality and tourism impact the local, state, and federal economies?</p>	<ul style="list-style-type: none"> • Define service as a product. 	<ul style="list-style-type: none"> • Create a visual that explains aesthetic pollution as it pertains to hospitality and tourism. 	<ul style="list-style-type: none"> • Quizzes on information learned.
<p>What can hospitality and tourism businesses do to help sustain their environments?</p>	<ul style="list-style-type: none"> • Explain the importance of service to the hospitality and tourism industries. 	<ul style="list-style-type: none"> • Create an advertisement that incorporates two or more trends in hospitality and tourism. 	<ul style="list-style-type: none"> • Final mastery test on unit.
<p>What makes a hospitality or tourism business successful?</p>	<ul style="list-style-type: none"> • Identify trends in the hospitality and tourism industries. 	<ul style="list-style-type: none"> • Interpret the cyclical nature of travel and produce a visual that represents it. 	<ul style="list-style-type: none"> • Projects and oral presentations.
<p>How might hospitality and tourism change in the future?</p>		<ul style="list-style-type: none"> • Explain how Maslow's Hierarchy of Needs relates to travel motive theories in an essay. 	

Unit 2: Hospitality and Tourism Markets

Unit 2 explores the diverse markets of hospitality and tourism that provide opportunities for students interested in careers in these fields. In addition, students will have a better understanding of the operations of businesses in this industry. The topic of target markets and the growing importance will be discussed. Students will have the opportunity to participate in many hands on activities in which they express their understanding of target markets.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do the operations of food service establishments and lodging establishments impact the success of the business?</p>	<ul style="list-style-type: none"> • Explain the difference between commercial and on-site food-service facilities. • Identify the various categories of the commercial food-service industry. • Describe the types of restaurant businesses. • Explain front- and back of- the-house operations. 	<ul style="list-style-type: none"> • Create a restaurant based on a target market and produce a professional menu. Present the restaurant and menu to the class. • Type an essay on what it takes to run a successful restaurant. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed.
<p>Why is it important to know the target market in order to market tourism products?</p>	<ul style="list-style-type: none"> • Identify ways restaurants can increase and measure profits. • Identify the types of hotel classifications. 	<ul style="list-style-type: none"> • Research the Madonna Inn (a boutique hotel) and type a review for a travel periodical. • Observe the operations of a successful hotel and type a reaction. 	<ul style="list-style-type: none"> • Quizzes on information learned. • Final mastery test on unit.
<p>How does sporting events and entertainment impact tourism and the economy?</p>	<ul style="list-style-type: none"> • Differentiate between business and leisure guests. • Explain the importance of yield management. • Identify the front-office positions in the rooms division of a hotel. 	<ul style="list-style-type: none"> • Create a hotel and produce a promotional piece that would attract the target market for that hotel. Present the hotel and promotional piece to the class. 	<ul style="list-style-type: none"> • Projects and oral presentations.
<p>Will tourism businesses continue</p>	<ul style="list-style-type: none"> • Identify guest services and support staff in a 		

to grow? Why?

hotel.

- Identify factors that contribute to the growth of tourism.
- Discuss the reasons that people travel.
- Describe the different types of tours.
- Explain and identify the importance of transportation providers.
- Discuss the impact of the cruise industry.
- Define destination.
- Discuss the concept of seasonality.
- Identify and describe the classifications of destinations.
- Identify the various businesses that promote and provide destination tourism.
- Explain the concept of perishability.
- Discuss how tourism is distributed.
- Distinguish the difference between amateur sports and professional sports.
- Identify career opportunities in sports event management.
- Differentiate between public and private events.
- Identify the categories of the entertainment

- Type up an itinerary for a complete tour of Union County highlighting the county's advantages.
- Create a tour brochure for Union County as a destination.
- Design a unique theme park that includes all the necessary elements to make it competitive and successful.

	industry.
--	-----------

Unit 3: Marketing Hospitality and Tourism

Unit 3 explores the key aspects of marketing hospitality and tourism. The unit focuses on the marketing plan, marketing mix, and marketing research. Students will have the invaluable opportunity to perform activities that simulate real businesses. Such activities include, conducting marketing research, analyzing the information, and making conclusions along with product recommendations. Students will continue to improve on their communication skills in this unit through written and oral assignments.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is involved in the marketing process?</p> <p>Why is understanding human behavior so important to a successful marketing plan?</p> <p>Why is it important to segment markets?</p> <p>What are the internal and external factors that affect the marketing mix?</p> <p>How do psychology</p>	<ul style="list-style-type: none"> • Describe the marketing process. • Explain elements of the basic marketing mix. • Identify the components of product utility. • Explain the purpose of the marketing plan. • Discuss the importance of a mission. • Identify the internal and external influences of the marketing environment. • Explain the purpose of market segmentation. • Identify the methods used to segment markets. • Explain product positioning. • Describe the process of market research. • Explain primary and secondary research. 	<ul style="list-style-type: none"> • Create a survey that identifies a problem and attempts to find solutions. • Compute and analyze the results. Suggest recommendations. • Research a current company and identify internal and external influences that affect their marketing decisions. • Create an advertising campaign for a unique destination in the United States. • Research recent public relations campaigns and 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

<p>concepts affect the promotional strategy used?</p>	<ul style="list-style-type: none"> • Identify methods for gathering primary data. • Describe the product mix as it pertains to goods/services and different levels of products. • Explain the product cycle and how each phase impacts operations. • Differentiate between customer satisfaction and customer loyalty. • Explain the importance of relationship marketing. • Identify typical pricing strategies and how discounting is used. • Describe the concept of supply and demand. • Explain elasticity of demand. • Explain how the product lifecycle affects price. • Explain the promotional mix. • Identify the types of advertising media. • Discuss how to create an advertising message. • Identify methods used to determine an advertising budget. • Explain the concept of public relations. • Identify strategies used in sales promotion. 	<p>identify the purpose.</p> <ul style="list-style-type: none"> • Type a press release for an event at the high school.
--	--	--

Unit 4: Exploring Careers in Hospitality & Tourism

This unit generates discussions on employment skills, such as communication and looks into the job research process. Students will learn how to research and prepare for a job interview and how to follow-up. This unit will benefit all students regardless of the industry they aspire to be a part of.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does empowerment relate to work ethic?</p> <p>What are different examples of leadership and how does it impact the workforce?</p> <p>What are the skills and characteristics an employer looks for in an employee?</p> <p>What are the advantages and disadvantages of owning a hospitality business?</p>	<ul style="list-style-type: none"> • Explain the importance of good customer relations. • Describe steps to resolve guest complaints to retain customers. • Identify external and internal factors that motivate employees. • Define leadership. • Describe ethical issues in the hospitality industry. • Identify different communication skills. • Identify the steps of the employment process. • Recognize the elements of a resume. 	<ul style="list-style-type: none"> • Role-play customer/employee scenarios. • Complete a self-evaluation questionnaire. • Research careers that match student characteristics and personalities. • Create/update student resume. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

- Describe a traditional job interview.

Resource Links

- **Glencoe**
www.glencoe.marketingseries.com
- **National Restaurant Association**
www.restaurant.org
- **American Hotel and Lodging Association**
www.ahla.com
- **Hotel Impossible**
www.travelchannel.com
- **Restaurant Impossible**
www.foodnetwork.com
- **Madonna Inn**
www.madonnainn.com
- **Olympics**
www.olympics.org
- **Disney World**
www.disneyworld.com
- **Super Bowl Advertising**
www.superbowl-ads.com
- **USA Today**
www.usatoday.com

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- 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.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

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

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

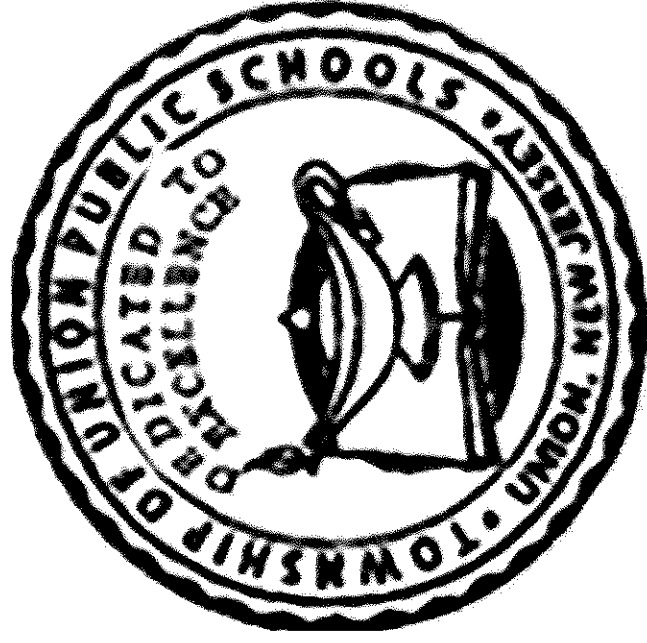
CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

TOWNSHIP OF UNION PUBLIC SCHOOLS



**Fashion Marketing
Curriculum Guide
October 2017**

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 the formulation of 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.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

During this course of study students will examine Fashion Marketing. Marketing is the tool that has allowed this country's economy to be one of the most successful in the world. The fashion industry is an important part of our modern economies. Consumers spend millions of dollars each year on clothing and related accessories. In addition, the fashion industry has many career opportunities.

Students will learn the basic functions of marketing and how these functions are applied to fashion and their daily lives. Students will explore various forms of promotion in detail and end the course with an in depth training of how to create a flawless resume, research for a career, interview and preserve a job. Students will develop their research, presentation and communication skills. Providing real life skills in this class prepares students to be productive and successful citizens of this community. Student interest is maintained through creative use of fashion industry examples, cases, and topical headlines.

Recommended Resources

Fashion Advertising and Promotion
Fashion Marketing
Retail Merchandising, Consumer Goods and Services

InStyle

GQ

Vogue

Teen Vogue

Advertising Age

WWD(Women's Wear Daily)

Curriculum Units

Unit 1: Marketing in the Fashion Industry

Unit 2: Promotion and Buying in the Fashion Industry

Unit 3: Print and Broadcast Media Advertising

Unit 4: Preparing for a career

Pacing Guide – Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> Marketing in the Fashion Industry	45
<u>Unit 2:</u> Promotion and Buying in the Fashion Industry	55
<u>Unit 3:</u> Print and Broadcast Media Advertising	55
<u>Unit 4:</u> Preparing for a career	25

New Jersey Student Learning Standards

21st Century Life and Careers

- **9.1 Personal Financial Literacy**
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit 1: Marketing in the Fashion Industry

Unit 1 introduces the concepts of basic marketing in the fashion industry beyond the perceived image of fashion. It gives students the opportunity to learn how the fashion industry provides a necessary good that has a growing impact on the economy. Students will also get a chance to see how quickly things change from year to year and how important it is to pay attention to consumer trends and patterns in order to be successful.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How does the fashion industry impact the economy?	<ul style="list-style-type: none"> • Examine the basic concepts of fashion marketing. • Outline the seven key marketing functions. 	<ul style="list-style-type: none"> • Create a chart of the fashion cycle and determine how external factors impact the cycle (both economic and social). 	<ul style="list-style-type: none"> • Complete end of chapter questions and activities.
What value does marketing offer?	<ul style="list-style-type: none"> • Interpret the stages of the fashion cycle. • Evaluate fashion product mix. 	<ul style="list-style-type: none"> • Produce a visual of a collection. 	<ul style="list-style-type: none"> • All projects and critical thinking activities are completed
How does marketing impact our daily lives?	<ul style="list-style-type: none"> • Recommend how product/service management relates to a defined customer. 	<ul style="list-style-type: none"> • Develop a Pep-Rally T-shirt and determine the decisions made for each element of the marketing mix. 	<ul style="list-style-type: none"> • Quizzes on information learned.
Why is it necessary to use different strategies to reach various audiences?	<ul style="list-style-type: none"> • Interpret trends in fashion marketing. • Recommend emerging technology to reach target markets. 	<ul style="list-style-type: none"> • Create a survey to collect information, analyze the information, and type a 	<ul style="list-style-type: none"> • Final mastery test on unit.
How has technology changed the fashion industry and what will be different in the future?	<ul style="list-style-type: none"> • Predict bases of segmenting target markets. • Create ways to collect marketing information. • Expound the development of fashion products. 		<ul style="list-style-type: none"> • Projects and oral
How do consumer trends impact marketing decisions?			

	<ul style="list-style-type: none"> • Explain the channels of distribution. • Explain fashion pricing. • Differentiate among the categories of price ranges used in fashion marketing. • Explain the components of the promotional mix. • Explain the interdependence of selling and promotion. 	<p>report with recommendations based on the analysis.</p> <ul style="list-style-type: none"> • Evaluate the elements of promotional mix and illustrate their understanding through a mind map. 	<p>presentations.</p>
--	---	---	-----------------------

Unit 2: Promotion and Buying in the Fashion Industry

Unit Two looks deeply into the elements of promotion as a marketing function. This unit gives students the opportunity to research, explore and compare various promotional techniques and discover how psychology concepts are incorporated into these strategies. Students will get the chance to apply these concepts to their own promotions.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do various promotional techniques evoke different responses from a target market?</p> <p>What are the short and long term impacts of positive and negative publicity for a company?</p> <p>How can the sales process be used for relationship marketing?</p> <p>How do lifestyle and a customer's shopping habits impact mall and store design and sound business decisions?</p>	<ul style="list-style-type: none"> Identify and explain the components of the promotional mix. Evaluate fashion advertising. Create a special event for promotion. Develop ways to obtain publicity through special events. Explain the keys to being a successful salesperson. Perform the steps in making a sale. Evaluate retail fashion mall and store layout. Validate why the customer is key to store planning. Create an effective visual merchandising display. Justify the use of nice fixtures, signs, and lighting in fashion display. Explain the role of the buyer in retailing. Outline the process of selecting and 	<ul style="list-style-type: none"> Create a special event for a retail store that would attract people the same age as their parents/guardians. Develop a mall layout and directory based on the concepts learned about the modern shopper. Create a window display that attracts the correct audience and educates them on the products. Develop a multi-level promotional plan for a 	<ul style="list-style-type: none"> Complete end of chapter questions and activities. All projects and critical thinking activities are completed Quizzes on information learned. Final mastery test on unit. Projects and oral presentations.

<p>What are the characteristics of a successful retail buyer?</p> <p>How are psychological concepts used to create more effective advertising?</p>	<p>merchandising apparel and accessories for retail.</p> <ul style="list-style-type: none"> • Explain the three psychological levels of an individual's action. • Develop an ad with the psychological steps used in good advertisements. • Interpret the major elements of a printed or electronic advertisement. • Create and evaluate an advertising layout. • Assess the objectives of retail advertising. 	<p>retail store.</p> <ul style="list-style-type: none"> • Produce a print advertisement that incorporates all five elements and the psychological steps of a successful ad.
--	---	--

Unit 3: Print and Broadcast Media Advertising

Unit 3 explores the basic concepts of print and broadcast media and the changing nature of both. The unit demonstrates how external factors in the marketing environment can have an impact on types of advertising and how it is delivered. Students will apply the strategies learned and develop an effective advertisement for a specific target market.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How are print and broadcast media evolving from previous decades?</p> <p>What are the benefits of the various types of ads used by companies?</p> <p>What role does each of the segments in the fashion industry play in reaching their target market?</p> <p>How does the government impact advertising and media practices?</p> <p>What benefits and</p>	<ul style="list-style-type: none"> • Differentiate the different advertising classifications that are used in the fashion industry. • Discuss the relationship among the participants in fashion advertising. • Explain the benefits of a campaign. • Evaluate the agencies involved and the methods used in advertising regulation. • Provide an overview of the various promotional tools used by the components of the fashion industry. • Explore career opportunities in fashion advertising and promotion. • Explain the various advantages and disadvantages of magazine advertising. • Evaluate the various types of magazines used by fashion advertisers. • Describe the costs of magazine advertising. • Differentiate between consumer magazines and those that are classified as trade or business-to- 	<ul style="list-style-type: none"> • Create a promotional piece for a particular target market and present it to the class. • Research and clearly identify five types of magazine advertisements with an explanation of the market they are trying to attract. • Develop a new magazine concept for a specific audience, create the cover and present it to the class. • Produce a T.V. commercial for a 	<ul style="list-style-type: none"> • Complete end of chapter questions and activities. • All projects and critical thinking activities are completed • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

<p>disadvantages does this offer consumers?</p> <p>How does a magazine or network impact a company's advertising decisions?</p>	<p>business publications.</p> <ul style="list-style-type: none"> • Assess the importance of television and radio to the various participants in the fashion industry. • Discuss the advantages and disadvantages of the broadcast media for fashion advertising. • Explain the use of rating methods and how they affect the cost of television usage by advertisers. • Differentiate between network and local television advertising. • Distinguish between network and local radio. 	<p>product and determine what arrangement would be best to reach the target market. Present the commercial to the class.</p>
---	---	--

Unit 4: Preparing for a career

Unit four prepares students with the skills necessary to look for, apply and interview for a job or career. The unit provides students with the opportunity to create the tools necessary to be more marketable in a competitive market place. With hands on practice and preparation students will gain the confidence needed to obtain a job/career.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What career opportunities are available in fashion marketing?</p> <p>What are the effective steps to take to explore career options?</p> <p>What are the resources available to find a job?</p> <p>What is necessary when interviewing for any career or job?</p> <p>How do you prepare a perfect resume?</p>	<ul style="list-style-type: none"> • Explore businesses related to the fashion industry. • Analyze the role of fashion retailers and the variety of careers in retail. • Evaluate careers in fashion marketing. • Recommend how to prepare for a career in the fashion industry. • Formulate ways to find and keep a fashion career. 	<ul style="list-style-type: none"> • Research job sites for a job. • Complete a job application without any errors. • Develop a resume without any errors. • Perform a role-play for a job interview. • Formulate a thank you letter after a job interview. 	<ul style="list-style-type: none"> • Complete end of chapter questions and activities. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

Resource Links

- National Retail Federation
www.nrf.com

- **New York Fashion Week**
www.nyfw.com
- **Ralph Lauren**
www.ralphlauren.com
- **Bloomberg Game Changers**
www.bloomberg.com/video/game-changers/
- **Zara**
www.zara.com
- **Nicole Miller**
www.nicolemiller.com
- **Teen Vogue University**
www.teenvogue.com
- **Better Business Bureau**
www.bbb.org
- **Federal Trade Commission**
www.ftc.gov
- **Federal Communications Commission**
www.fcc.gov
- **Ogilvy and Mather**
www.ogilvy.com
- **BBD&O**
www.bbdo.com
- **Saatchi and Saatchi**
www.saatchi.com
- **Cengage Brain**
www.cengage.com

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

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

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

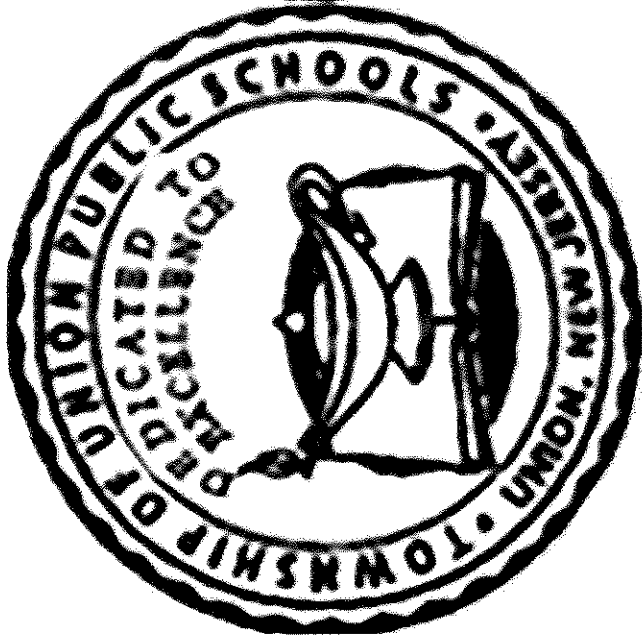
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a

useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

TOWNSHIP OF UNION PUBLIC SCHOOLS



World History
October 2017

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.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The World History course is intended to introduce and orient incoming freshmen to all levels to Union High School's Social Studies Program. In the tradition of academic excellence at Union High School, it meets all New Jersey Core Curriculum Standards. The curriculum will cover the political, social, economic, and cultural history of all regions throughout the world from the 1400's to the present.

In addition to providing the necessary content coverage, the course focuses heavily on fostering social studies skills. These include analysis, critical evaluation, cooperation, and cause and effect. There will be a special focus on writing, including both thematic and document-based essays, involving interpretive reading and research simulation, following the PARCC criteria.

Instruction will emphasize the application of higher order thinking skills as well as the analyses and investigation of issues and events essential to the various time periods. Primary source documents, individual and group research, as well as selected pieces of art, music and literature will supplement the core material. Students who successfully complete the class will come away with recurring themes that are seen in history, information pertinent to the time period, as well as critical skills in analysis, listening, problem solving and communication.

Recommended Resources

- Modern World History (Patterns of Interaction) – Beck et. al., Holt McDougal, 2015 ISBN 978-0-547-49114-1
- New Jersey Student Learning Standards for Social Studies
- New Jersey Amistad Commission
<http://www.njamistadcurriculum.net/history/unit>
- United States Holocaust Memorial Museum
<https://www.ushmm.org/>
- <http://www1.youseemore.com/TUPSD/databases.asp?sID=14>
- <http://search.ebscohost.com/>

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

1. Connecting Hemispheres
2. Absolutism to Revolution
3. Industrialism and the Race for Empire
4. A Half-Century of Crisis and Achievement: The Era of the Great Wars
5. The 20th Century since 1945: Challenges for the Modern World

Pacing Guide – Course

Unit 1- Approximately 7 weeks (September- October)

Unit 2- Approximately 7 weeks (November-December)

Unit 3- Approximately 7 weeks (December-January)

Unit 4- Approximately 7 weeks (February-March)

Unit 5- Approximately 8 weeks (March-May)

Unit 1: Connecting Hemispheres

This unit begins with the Renaissance, the Reformation and European exploration. The Renaissance and the Reformation caused dramatic cultural and social changes in both Europe and the world. The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • How do ideas spread? • In what ways does art parallel the time period? • What factors allow for the challenging of authority in a society? What role does religion play in a society? 	<ul style="list-style-type: none"> • Identify the causes of the Italian Renaissance and the principles of Humanism • Analyze and compare the major styles of Renaissance art • Contrast the Northern with the Italian Renaissance 	<ul style="list-style-type: none"> • Create a cause and effect chart for either/or the Renaissance or Reformation. • Interpret the outlook from a variety of humanist documents. • Compose interview with Martin Luther utilizing factual information along with creative writing skills 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • DBQ's
<ul style="list-style-type: none"> • How do religious outlooks vary from society to society? • To what extent are humans tolerant of other cultures? • Why do some cultures choose expansion while 	<ul style="list-style-type: none"> • Assess the impact of the printing press • Assess the impact of Martin Luther on European society • Examine the spread of Protestantism and the Catholic response 	<ul style="list-style-type: none"> • Write a historical obituary for Henry VIII, highlighting the major events and accomplishments in his life. • Compare/contrast Catholic and Protestant primary sources 	<ul style="list-style-type: none"> • Creative Writing Tasks • Visual Presentations • Oral Presentations • Artist Resume

<p>others opt for isolation?</p> <ul style="list-style-type: none"> • What are the positive and negative results from cultural and economic exchanges? • How does one culture's expansion impact on other cultures? • Should historical figures be judged by today's moral values or by the standards of their own time? 	<ul style="list-style-type: none"> • Connect strategic location to the success or failure of a culture • Identify the unique facets of Ottoman government and society • Compare the Persian/Shi'a Safavid Empire to the Ottomans • Examine Hindu/Muslim relations throughout the Mughal Era • Compare the religious toleration and diversity of Akbar with the failures of his successors 	<ul style="list-style-type: none"> • Identify examples of cultural bias in primary sources. • Make a Venn diagram comparing the leadership abilities and characteristics of the various Islamic rulers. • Create a chart illustrating the causes for the decline of the Islamic empires. • Debate the contrasting views of religious toleration held by Suleiman, Ismail and Akbar. • Create a comic strip that depicts the relationship between China and the Europeans during the Qing Dynasty. 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • DBQ's • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations • Art Analysis • Interpretive Writing • Research Simulation
---	--	--	--

	<ul style="list-style-type: none"> Examine the resurgence of China under the Ming and Qing dynasties Analyze the Chinese psychological outlook of isolation and its implications Contrast Japan's view of foreigners with China's Trace the end of Japanese feudalism, the rise of the Tokugawa Shogunate, and the Closing of Japan Examine European motives for long distance exploration Analyze the implications of the discovery of the Americas on both sides of the Atlantic 	<ul style="list-style-type: none"> Write and perform a play analyzing the role social classes played in Feudal Japan. Write a journal entry from the perspective of a samurai warrior detailing daily life. Create a cause and effect chart showing the relationship between technology and the ability of European nations to explore. Conduct a trial that charges European explorers with crimes against humanity Make a series of flashcards showing all the goods that were exchanged 	<p>Tasks</p> <ul style="list-style-type: none"> Tests DBQ's Quizzes Maps/Charts/Diagrams DBQ's Peer Evaluation Creative Writing Tasks Visual Presentations Oral Presentations Art Analysis
--	--	---	--

	<p>during the Columbian Exchange.</p> <ul style="list-style-type: none">• Compose a series of journal entries from the perspective of a captured African slave	
		<ul style="list-style-type: none">• Assess the facts, the impact, and the moral implications of African slavery• Evaluate the global impact of the Columbian Exchange and the development of the commercial revolution and mercantilism

Key vocabulary words/terms for each unit

Key Vocabulary Unit 1

Renaissance humanism secular patron perspective vernacular	utopia William Shakespeare Johann Gutenberg	indulgence Reformation Lutheran Protestant annul Anglican	predestination Calvinism theocracy Presbyterian Anabaptist Jesuits
---	---	--	---

Resource Links

<ul style="list-style-type: none"> • Amistad Curriculum www.njamistadcurriculum.com/ • Caring Makes a Difference: Holocaust Curriculum www.state.nj.us/education/holocaust/curriculum/ • World Art: The Last Supper /Mona Lisa Japanese screen paintings Meeting Cortez and Montezuma • Classzone.com • Google Earth http://www.google.com/earth/index.html 	<ul style="list-style-type: none"> • Primary Sources excerpt from the 95 Theses excerpt from <u>The Prince</u> description from the Turks and the Christians excerpt from The Koran The Treaty of Tordesillas The French Lose Quebec The Life of Olaudah Equino Letter to the King of Portugal Excerpt from Las Casas The Journal of Christopher Columbus • Videos • Forbidden City: The Great Walls Within • The Impact of Potatoes and Sugar • https://www.ixl.com/social-studies/
---	---

New Jersey Student Learning Standards

Unit 1: Connecting Hemispheres

6.2.12.B.2.a / 6.2.12.B.2.b / 6.2.12.C.2.a / 6.2.12.C.2.b / 6.2.12.D.2.a / 6.2.12.D.2.b / 6.2.12.D.2.c / 6.2.12.D.2.d / 6.2.12.D.2.e / 6.2.12.A.1.a / 6.2.12.D.2.c / 6.2.12.A.1.a / 6.2.12.C.1.a / 6.2.12.A.1.a / 6.2.12.B.1.a / 6.2.12.B.1.b / 6.2.12.C.1.c / 6.2.12.C.1.d / 6.2.12.C.1.e / 6.2.12.D.1.a / 6.2.12.D.1.b / 6.2.12.D.1.c / 6.2.12.D.1.d / 6.2.12.D.1.e / 6.2.12.D.1.f / 6.2.12.C.2.a

Unit 2 Absolutism to Revolution

The end of the Middle Ages saw the development of more powerful European monarchies. As Feudalism decline, stronger national kingdoms emerged under the control of absolute rulers. Then the intellectual movement gave birth to revolutionary ideas like democracy and individual rights. These ideas will later be seen in open revolutions for freedom.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> What is the most "natural" form of government? Why is centralization favored by governments in the modern world? 	<ul style="list-style-type: none"> Trace the development of absolutism and constitutionalism throughout Europe Contrast conditions in Central Europe with Western Europe Compare political developments in absolutist nations throughout Europe 	<ul style="list-style-type: none"> Compose an essay that analyzes 17th century political primary sources Create a Venn diagram comparing and contrasting the beliefs, policies, accomplishments and personalities of the various absolute monarchs Create a political cartoon 	<ul style="list-style-type: none"> Interpretive Writing Research Simulation Tasks Tests Quizzes Maps/Charts/Diagrams Peer Evaluation

<ul style="list-style-type: none"> • How to citizens respond to different forms of governmental control/liberties? 	<ul style="list-style-type: none"> • Debate the effectiveness and morality of absolutist rule • Investigate constitutionalism as interpreted by the Dutch and the English • Clarify the true, non-democratic nature of 17th century constitutionalism 	<p>that comments on the relationship between Royalists and the Puritans on the eve of the Civil War in England.</p> <ul style="list-style-type: none"> • Plot on a map the absolutist and constitutional regions of Europe 	<ul style="list-style-type: none"> • Creative Writing Tasks • Visual Presentations • Oral Presentations
<ul style="list-style-type: none"> • Why are religion and science continually at odds? • What discourages independent thought in society and what encourages it? • How are intellectual 	<ul style="list-style-type: none"> • Assess the social and psychological significance of the Scientific Revolution • Connect the scientific method to the socio-political nature of the Enlightenment • Identify the major elements of Enlightenment thought through specific thinkers • Investigate the spread of Enlightenment theories into politics, society, and the arts 	<ul style="list-style-type: none"> • Create a chart linking contributions of 17th century scientists with the modern mind • Read excerpts from various Enlightenment thinkers and examine them for bias. • Create a letter dialogue between Voltaire and one of the 18th century monarchs 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations

<p>movements often mirrored in the arts?</p>	<ul style="list-style-type: none">• Evaluate the phenomenon of Enlightened Despotism<ul style="list-style-type: none">• Identify the characteristics of Baroque and Neo-Classical art and music	<ul style="list-style-type: none">• Investigate documents from Enlightened Despots and evaluate whether or not they were progressive rulers	
--	---	---	--

<ul style="list-style-type: none"> • What are the necessary ingredients of revolution? • What patterns of do revolutions generally follow? • Does class or status affect one's role in a revolution? 	<ul style="list-style-type: none"> • Analyze the underlying causes of the French Revolution • Trace the French Revolution from the National Assembly through the Directory • Assess the impact of Napoleon on the Revolution and on France in general • Examine the connection between Napoleon's personality and his successes and downfall • Evaluate the goals vs. the effectiveness of the Congress of Vienna 	<ul style="list-style-type: none"> • Using primary source documents, trace the various stages of the French revolution • Compose a thematic essay that evaluates the changes made by the Revolution with its excesses • Create a resume for Napoleon Bonaparte applying for the position of Emperor of France. • Write a newspaper article from the perspective of a journalist covering the Congress of Vienna 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations
<ul style="list-style-type: none"> • Is nationalism a natural human drive? 	<ul style="list-style-type: none"> • Connect the ideals of the French Revolution to Latin American 	<ul style="list-style-type: none"> • Create a map/chart that traces Latin American independence in the 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks

<ul style="list-style-type: none"> • What factors foster nationalism? • Why can nationalism being people together or tear countries apart? 	<p>independence</p> <ul style="list-style-type: none"> • Analyze the impact of social class on revolutionary movements • List the attributes associated with liberalism, conservatism, radicalism, and nationalism • Examine nationalism as a unifying or divisive issue • Trace developments in Italy and Germany, and their impact on Europe's balance of power • Analyze the "revolutionary" nature of the arts throughout the 19th century 	<p>1800's.</p> <ul style="list-style-type: none"> • List and compare the benefits and drawbacks of nationalism. • Write an essay critiquing Bismarck's methods in unifying Germany. 	<ul style="list-style-type: none"> • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations
--	--	---	---

Key Vocabulary

<p>Absolute Monarch Divine Right skepticism Sun King Declaration of Independence</p>	<p>Ivan the Terrible Peter the Great westernization Glorious Revolution Louis XVI</p>	<p><i>habeas corpus</i> Scientific Revolution heliocentric theory geocentric theory Napoleon</p>	<p>Galileo Galilei Issac Newton Enlightenment social contract John Locke</p>
--	---	--	--

<p>Thomas Jefferson checks and balances federal system Bill of Rights</p>	<p>Marie Antoinette Great Fear National Assembly guillotine Reign of Terror Robespierre</p>	<p>coup d'etat plebiscite guerilla scorched earth policy Waterloo</p>	<p>Voltaire Montesquieu conservative liberal radical nationalism romanticism impressionism realism</p>
---	---	---	--

Resource Links

<ul style="list-style-type: none"> • Amistad Curriculum www.njamistadcurriculum.com/ • Caring Makes a Difference: Holocaust Curriculum www.state.nj.us/education/holocaust/curriculum/ • World Art: Las Meninas/Velazquez The Night Watch/Rembrandt The Palace of Versailles • Classzone.com • Google Earth http://www.google.com/earth/index.html 	<ul style="list-style-type: none"> • Primary Sources Louis XIV's Advice to his Son Peter the Great excerpt from <u>The Diary of Samuel Pepys</u> excerpt from <u>The Social Contract</u> excerpt from <u>Two Treaties of Government</u> excerpt from <u>The Declaration of Rights of Man</u> LaMarseillaise from the Execution of LouisXVI Letter to Thomas Moore • Videos • Simon Bolivar – The Liberator • Marie Antoinette – The Tragic Queen • The Enlightenment: Keep the Fire Burning
--	--

New Jersey Student Learning Standards

Unit 2: Absolutism to Revolution: 6.2.12.A.2.c / 6.2.12.A.2.a / 6.2.12.A.2.b / 6.2.12.D.2.d / 6.2.12.A.3.a / 6.2.12.A.3.c / 6.2.12.A.3.d / 6.2.12.D.3.a / 6.2.12.D.1.d / 6.2.12.A.3.a / 6.2.12.A.3.b / 6.2.12.A.3.c / 6.2.12.A.3.d / 6.2.12.B.3.c / 6.2.12.D.3.a / 6.2.12.A.3.e / 6.2.12.B.3.b / 6.2.12.C.3.a / 6.2.12.D.3.b / 6.2.12.A.2.a / 6.2.12.A.3.c / 6.2.12.A.3.d / 6.2.12.A.3.e / 6.2.12.A.3.f / 6.2.12.C.3.c / 6.2.12.C.3.d / 6.2.12.D.3.a / 6.2.12.A.3.g / 6.2.12.B.3.a / 6.2.12.C.3.b / 6.2.12.C.3.e / 6.2.12.D.3.d / 6.2.12.D.3.e / 6.2.12.B.5.c / 6.2.12.C.1.a / 6.2.12.A.3.g / 6.2.12.B.3.a / 6.2.12.B.3.c / 6.2.12.C.3.b / 6.2.12.C.3.e / 6.2.12.C.3.f / 6.2.12.D.3.a / 6.2.12.D.3.c / 6.2.12.D.3.d / 6.2.12.D.3.e

Unit 3 Industrialism and the Race for Empire

Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> Why is the Industrial Revolution one of the three most crucial events 	<ul style="list-style-type: none"> Measure the extent of true reform amidst the realities of 19th century Europe Compare Britain's treatment of its subjects 	<ul style="list-style-type: none"> Using primary sources, evaluate the reform movements of the 19th century Compose a conversation between an aborigine 	<ul style="list-style-type: none"> Interpretive Writing Research Simulation Tasks Tests

<p>in human history?</p> <ul style="list-style-type: none"> • Why do industrial revolutions begin in some places and not others? • How does industrialization forge a new society? 	<p>throughout the Empire</p> <ul style="list-style-type: none"> • Investigate developments in 19th century America as nationalism and imperialism • Identify post-1850 advances in science, medicine, mass culture, and their impact on the overall standard of living 	<p>and an Irish subject both living under British rule</p> <ul style="list-style-type: none"> • Write an essay comparing the suffering of the early factories with the benefits of long term industrialization 	<ul style="list-style-type: none"> • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations
<ul style="list-style-type: none"> • Why are reform movements a necessary response to industrialization? • Does reform occur out of necessity or morality? • What motivates and enables imperialism? 	<ul style="list-style-type: none"> • Trace the imperialist takeover of the African continent • Debate the morality of methods used for colonial control in 19th century Africa • Examine the concept of 	<ul style="list-style-type: none"> • Create a chronological map illustrating the European takeover of Africa • Examine primary source documents from the imperialist era to uncover examples of cultural bias • Debate the positive and negative effects of imperialism on Europe's 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation

<ul style="list-style-type: none"> • Is imperialism a moral or an immoral movement? • What are the possible responses of those being imperialized? • What are some benefits and detriments of imperialism? 	<p><i>geopolitics</i></p> <ul style="list-style-type: none"> • Evaluate the impact of a declining Ottoman Empire and European incursions into the Middle East <p>Trace the development of Indian nationalism</p>	<p>colonies.</p> <p>Compose a debate between an Indian nationalist and a British colonizer.</p>	<ul style="list-style-type: none"> • Creative Writing Tasks • Visual Presentations • Oral Presentations
<ul style="list-style-type: none"> • In a modernizing world, what are the options for less developed countries? <p>What enables imperialized countries to maintain traditional values in the face of a changing world?</p>	<ul style="list-style-type: none"> • Trace China's 19th demise from the Opium Wars through the Boxer Rebellion • Assess the Meiji Restoration and the transformation of Japan into an industrialized, imperialist power • Investigate socio-economic conflicts throughout post-independence 19th 	<ul style="list-style-type: none"> • Write a series of newspaper headlines about imperialism in China from the perspective of both the Chinese and British. • Compose an essay that compares and contrasts the approaches taken by China and Japan during the 19th century • Debate the extent to which the United States becomes an imperialist power • Design a commemorative plaque for "Pancho" Villa 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations

	<p>century Latin America</p> <ul style="list-style-type: none"> Examine the growing regional dominance of the United States Trace the interplay among dictators, reformers and revolutionaries throughout the Mexican Revolution 	<p>from the Mexican people's perspective. Then design a "Wanted" poster for him from the perspective of the Mexican government.</p>	<ul style="list-style-type: none"> Oral Presentations
--	--	---	--

Key Vocabulary

<p>Industrial Revolution</p> <p>factory</p> <p>entrepreneur</p> <p>urbanization</p> <p>middle class</p> <p>stock</p> <p>corporation</p> <p>laissez-faire</p> <p>Adam Smith</p> <p>capitalism</p> <p>utilitarianism</p> <p>socialism</p> <p>communism</p> <p>Karl Marx</p> <p>strike</p> <p>union</p>	<p>suffrage</p> <p>Dreyfus affair</p> <p>anti-Semitism</p> <p>Zionism</p> <p>Irish Republican Party</p> <p>Aborigine</p> <p>penal colony</p> <p>manifest destiny</p> <p>Abraham Lincoln</p> <p>secede</p> <p>US Civil War</p> <p>Emancipation Proclamation</p> <p>segregation</p> <p>Charles Darwin</p> <p>Theory of Evolution</p> <p>psychology</p> <p>mass culture</p>	<p>imperialism</p> <p>racism</p> <p>Social Darwinism</p> <p>Berlin conference</p> <p>Shaka</p> <p>assimilation</p> <p>Menelik II</p> <p>geopolitics</p> <p>Crimean War</p> <p>Suez Canal</p> <p>"jewel in the crown"</p> <p>Pacific Rim</p> <p>annexation</p>	<p>Opium War</p> <p>sphere of influence</p> <p>Open Door policy</p> <p>Russo-Japanese War</p> <p>annexation</p> <p>Monroe Doctrine</p> <p>Panama Canal</p>
--	--	---	--

Resource Links

- **Amistad Curriculum**
www.njamistadcurriculum.com/
- **Caring Makes a Difference: Holocaust Curriculum**
www.state.nj.us/education/holocaust/curriculum/
- **World Art:**
Arkwright's Cotton Mill
Reception at the Court of Sultan Selim II
Japanese Girl in Western Dress
- **Classzone.com**
- **Google Earth**
<http://www.google.com/earth/index.html>

- **Primary Sources**
Life in New England
Testimony on Child labor in Britain
Life in a New England Factory
excerpt from Wealth of Nations
excerpt from The Communist Manifesto
excerpt from Five Years of My Life 1894-1899
excerpt from The Irish Potato Famine
Letter from Menelik II
excerpt from the Rough Riders
- **Videos**
- The Luddites
- The Industrial Revolution
- The American Civil War
- Early Victorian London
- Zulus at War
- History and Culture of Mexico

New Jersey Student Learning Standards

Unit 3: Industrialism and the Race for Empire: 6.2.12.C.3.b / 6.2.12.B.4.a / 6.2.12.B.4.d / 6.2.12.C.4.b / 6.2.12.C.4.c / 6.2.12.D.4.a / 6.2.12.D.4.b / 6.2.12.D.4.f / 6.2.12.D.4.g / 6.2.12.D.4.j / 6.2.12.D.4.k / 6.2.12.C.3.c / 6.2.12.D.3.a / 6.2.12.A.4.a / 6.2.12.A.4.b / 6.2.12.A.4.c / 6.2.12.B.4.c / 6.2.12.C.4.d / 6.2.12.D.4.c / 6.2.12.D.4.h / 6.2.12.D.5.b

Unit 4: A Half-Century of Crisis and Achievement: The Era of the Great Wars

Nationalism, imperialism, industrialism, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What is the impact of modern technology on warfare? • In what sense is WWI a truly "world war" / an imperialistic war / a nationalist war? • To what extent does WWI achieve the goals of its participants? 	<ul style="list-style-type: none"> • Trace the root causes of the First World War • Examine the outbreak of World War I as an unstoppable chain reaction of events • Analyze the conduct of World War I on each of its various fronts • Assess & apportion blame for the outbreak of the First World War • Evaluate the justness of the Versailles Accords 	<ul style="list-style-type: none"> • Illustrate a political cartoon depicting the causes of W.W.I. • Create a propaganda poster that promotes patriotism and/or manufactures hate for the enemy. • Fill out a pie chart that apportions blame for the First World War. • Write a thematic essay that assesses the Treaty of Versailles 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations
<ul style="list-style-type: none"> • What social, economic and political factors are usually in place to 	<ul style="list-style-type: none"> • Trace the transition of Russia from tsarist rule 	<ul style="list-style-type: none"> • Create a flow chart that chronicles Russia from 	<ul style="list-style-type: none"> • Interpretive Writing

<p>foment a revolution and for it to be feasible?</p> <ul style="list-style-type: none"> • What is the definition of a successful revolution? 	<p>to the infancy of the Soviet Union</p> <ul style="list-style-type: none"> • Evaluate the impact of Stalin's totalitarian rule and psychological climate on the Russian people • Trace the origins and development of the conflict between the Chinese nationalists and communists • Investigate the nature and foundations of the movement for Indian independence • Evaluate the career and methods of Mohandas K. Gandhi • Examine developments in the former Ottoman Empire 	<p>1900 to 1925.</p> <ul style="list-style-type: none"> • Fictionalize an interview with Josef Stalin at the height of his power • Create an illustrated timeline on the rise of communist China from 1911-1937. • Use primary source documents to outline the career of Mohandas K. Gandhi 	<ul style="list-style-type: none"> • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations
<ul style="list-style-type: none"> • Why is the time period following WWI is often referred to as "The Age of Anxiety?" 	<ul style="list-style-type: none"> • Examine the new psychology influencing society, philosophy and the arts during the "Age of Anxiety" • Investigate the volatile global economy of the 1920's and rate the 	<ul style="list-style-type: none"> • Use source examples of literature, art, and photography to trace developments from 1920-1940 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes

<ul style="list-style-type: none"> • In what ways does culture reflect the politics and economics of a time period? • What social, economic, and political factors are in place to allow for dictators to take over generally democratic nations? 	<p>various national responses to the Great Depression</p> <ul style="list-style-type: none"> • Compare Mussolini's policies with Hitler's Nazism and Stalin's approach • Trace the sequence of events that made World War II inevitable • Contrast the expansionist policies of Germany, Italy, and Japan, with the western response of appeasement 	<ul style="list-style-type: none"> • Compose an essay that analyzes the effectiveness of the responses to the Great Depression. • Compare the outlooks of aggression and appeasement using primary source documents. 	<ul style="list-style-type: none"> • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations
<ul style="list-style-type: none"> • Why is the conflict of 1939-1945 a truly "world war?" • What are the moral issues of the Holocaust? 	<ul style="list-style-type: none"> • Analyze the conduct of World War II in Europe and the Pacific • Trace the evolution of the Holocaust from 1933 through 1945 • Internalize the moral issues of the Holocaust • Examine the Allied plan for victory and its 	<ul style="list-style-type: none"> • Fill in the major events of WWII on a blank world map • Create a flow chart to summarize the steps the Nazis took against the Jews that resulted in the Final Solution. • Compose a series of diary entrees of a European Jew from 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks

<ul style="list-style-type: none"> • What tactics are employed to create ethnic hatred in otherwise humane societies? 	<p>inherent flaw</p> <ul style="list-style-type: none"> • Assess the condition and major concerns of the postwar world 	<p>1935-1945.</p> <ul style="list-style-type: none"> • Create a timeline of events that led to the surrenders of Germany and Japan. • Debate whether or not the U.S. decision to drop the Atomic Bomb was justified. 	<ul style="list-style-type: none"> • Visual Presentations • Oral Presentations
--	---	--	--

Key Vocabulary

militarism Central Powers allies Western Front trench warfare total war rationing propaganda armistice Treaty of Versailles League of Nations	proletariat Bolsheviks Lenin Rasputin soviet Communist Party Joseph Stalin totalitarianism Great Purge Mao Zedong Jiang Jieshi civil disobedience Mohandas K. Gandhi Mustafa Kemal	Albert Einstein Theory of Relativity Sigmund Freud existentialism Friedrich Nietzsche jazz Great Depression Franklin D. Roosevelt New Deal fascism Nazism Mein Kampf Adolf Hitler appeasement	Winston Churchill non-aggression pact Pearl Harbor Aryan holocaust Kristallnacht ghetto Final Solution genocide D-Day kamikaze Atomic bomb Nuremberg Trials democratization
---	---	--	--

	Axis Powers Third Reich	
--	----------------------------	--

Resource Links

- **Amistad Curriculum**
www.njamistadcurriculum.com/
- **Caring Makes a Difference: Holocaust Curriculum**
www.state.nj.us/education/holocaust/curriculum/
- **World Art:**
The Fate of the Animals
German and American Propaganda Posters
The Twittering Machine
- **Google Earth**
<http://www.google.com/earth/index.html>

- **Primary Sources**
Death Comes to Sarajevo
The Murder of Archduke Franz Ferdinand
The German Army Marches Through Brussels
The Zimmermann Note
excerpt from Ten days That Shook the World
excerpt from 1984
excerpt from Autobiography of a Chinese Girl
Kristallnacht
German Inflation
The Death of God
The Diary of a Young Girl
- **Videos**
- The Causes of WWI
- The Shot That Started the Great War
- Doctor Zhivago
- Swing Kids
- Heil Hitler: Confessions of a Hitler Youth
- The Atomic Bomb
- Stories From a Warsaw Ghetto

New Jersey Student Learning Standards

Unit 4: A Half-Century of Crisis and Achievement: The Era of the Great Wars 6.2.12.A.4.a / 6.2.12.B.4.d / 6.2.12.C.4.a / 6.2.12.C.4.c / 6.2.12.C.4.d / 6.2.12.D.4.d / 6.2.12.D.4.e / 6.2.12.D.4.j / 6.2.12.D.4.k / 6.2.12.D.4.l / 6.2.12.A.4.c / 6.2.12.A.4.d / 6.2.12.B.4.b / 6.2.12.C.4.b / 6.2.12.C.4.c / 6.2.12.D.4.f / 6.2.12.D.4.g / 6.2.12.D.4.i / 6.2.12.D.4.l

Unit 5: The 20th Century Since 1945: Challenges for the Modern World

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Are capitalism and communism inherently incompatible? • Is it possible to be a non-aligned country in a “super-power” 	<ul style="list-style-type: none"> • Analyze the origins of the Cold War • Examine and evaluate the impact of Communism on China’s society • Assess America’s conduct of the Cold War throughout Asia • Examine the role played by the Third World during the Cold War 	<ul style="list-style-type: none"> • Use source documents to analyze the outbreak of the Cold War • Compose an interview with a Cold War political leader • Choose a Cold War related event and write two newspaper articles, one from each of the 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation

<p>controlled world?</p> <ul style="list-style-type: none"> • What are the positive and negative impacts of independence on former colonies after years of imperialism? 	<ul style="list-style-type: none"> • Identify Cold War events throughout Latin America and the Middle East • Investigate the evolution of Soviet policy throughout the Cold War • Compare the policies of brinkmanship and détente 	<p>opposing sides.</p> <ul style="list-style-type: none"> • Highlight the First, Second, and third Worlds on a blank map of the world. 	<ul style="list-style-type: none"> • Creative Writing Tasks • Visual Presentations • Oral Presentations
<ul style="list-style-type: none"> • What are the positive and negative impacts of independence on former colonies after years of imperialism? 	<ul style="list-style-type: none"> • Examine the policies undertaken by a newly independent India • Examine the political problems plaguing Southeast Asia during the second half of the 20th century • Identify postwar independence movements in Africa • Trace the events surrounding the Arab- 	<ul style="list-style-type: none"> • Choose a Third World leader and compose a political speech for them that accurately outlines their views. • Compose a thematic essay dealing with corruption in newly independent nations • Devise a list of realistic suggestions to reduce the conflict/ violence in 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations

	Israeli conflict	Israel/ Palestine.	
<ul style="list-style-type: none"> • In order for any democracy to be successful, what factors must be present? • Can communism be effective or successful on a large scale without dictatorial control? 	<ul style="list-style-type: none"> • List the basic principles of democracy • Compare and contrast modern Latin America to postwar Africa • Assess the morality of apartheid and examine its end • Identify the changes in Eastern Europe that resulted in the end of the Cold War • Analyze the causes and effects of the fall of Communism • Investigate China's evolution into the modern global community and its progress into the 21st century 	<ul style="list-style-type: none"> • Compose an essay on the effectiveness of democracy in newly independent countries. • Fictionalize a series of journal entries by Nelson Mandela. • Create a dialogue between Mikhail Gorbachev and Deng Xiaoping. • Write an essay that analyzes whether the fall of communism was a positive or negative event for those affected by it. 	<ul style="list-style-type: none"> • Interpretive Writing • Research Simulation Tasks • Tests • Quizzes • Maps/Charts/Diagrams • Peer Evaluation • Creative Writing Tasks • Visual Presentations • Oral Presentations

Key Vocabulary

<p>containment Truman Doctrine Cold War NATO brinkmanship Red Guards Cultural Revolution 38th parallel Douglas MacArthur Ho Chi Minh domino theory Vietcong Khmer Rouge Third World Fidel Castro détente JFK Richard Nixon Ronald Reagan Nikita Khrushchev</p>	<p>Muslim League Muhammad Ali Jinnah partition Indira Gandhi Benazir Bhutto Negritude Movement intifada mujahedeen Taliban</p>	<p>standard of living recession land reform federal system Marshall law dissident apartheid Nelson Mandela Politburo glasnost perestroika “shock therapy” Solidarity reunification ethnic cleansing Tiananmen Square Hong Kong</p>	<p>International Space Station Internet genetic engineering cloning green revolution developed nation emerging nation global economy free trade ozone layer sustainable growth Universal Declaration of Human Rights gender inequality AIDS refugee terrorism cyberterrorism</p>
---	--	--	--

Resource Links

- **Amistad Curriculum**
www.njamistadcurriculum.com/
- **Caring Makes a Difference: Holocaust Curriculum**
www.state.nj.us/education/holocaust/curriculum/
- **World Art:**
Spring Walk to Chi-Ch'ang Park
After the Storm
- The Family
- **Google Earth**
<http://www.google.com/earth/index.html>

- **Primary Sources**
excerpt from A student Diary
When Heaven and Earth Changed Places
No Tears for Mao
The Snap Revolution
excerpt from First Servant of the Indian People
The Massacre of Tiananmen Square
excerpt from Kaffir Boy
Mandela's Inaugural Address
The Making of a Terrorist
The Universal Declaration of Human Rights
Cupid's Korean Computer
- **Videos**
- From the Bay of Pigs to the Brink
- Decisions, Decisions Series: The Cold War
- Israel: A Nation is Born Collection
- The Suez Canal
- The Last Days of Apartheid
- Space Exploration
- A Brief History of the Internet

New Jersey Student Learning Standards

Unit 5: The 20th Century since 1945: 6.2.12.A.4.a / 6.2.12.D.4.c / 6.2.12.D.4.h / 6.2.12.D.4.i / 6.2.12.A.5.a / 6.2.12.A.5.b / 6.2.12.A.5.d / 6.2.12.B.5.a / 6.2.12.C.5.a / 6.2.12.C.5.b / 6.2.12.C.5.c / 6.2.12.C.5.e / 6.2.12.C.3.e / 6.2.12.B.4.c / 6.2.12.D.4.h / 6.2.12.A.5.b / 6.2.12.A.5.c / 6.2.12.A.5.d / 6.2.12.B.5.d / 6.2.12.C.5.d / 6.2.12.D.5.a / 6.2.12.D.5.b / 6.2.12.A.6.c / 6.2.12.C.6.b / 6.2.12.C.1.a / 6.2.12.C.3.e / 6.2.12.C.3.f / 6.2.12.A.4.d / 6.2.12.D.4.i / 6.2.12.A.5.d / 6.2.12.B.5.b / 6.2.12.C.5.b / 6.2.12.C.5.d / 6.2.12.C.5.e / 6.2.12.A.6.d / 6.2.12.C.6.d / 6.2.12.C.6.b

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	Grades 9-12
<p>Chronological Thinking</p>	<p>Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p>
	<p>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.</p>
<p>Spatial Thinking</p>	<p>Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena</p>

	Relate current events to the physical and human characteristics of places and regions.
--	--

	<p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p> <p>Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</p>
--	--

<p>Presentational Skills</p>	<p>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.</p> <p>Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.</p>
-------------------------------------	---

Capitalism: An economic and social system in which most trade and industries are privately controlled for profit, rather than by the state.

Common Good: Benefitting a community or society as a whole.

Incentive: A reward that affects decision making.

Opportunity Cost: The value of the best alternative given up (Council for Economic Education).

New Jersey Student Learning Standards

Social Studies

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 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.

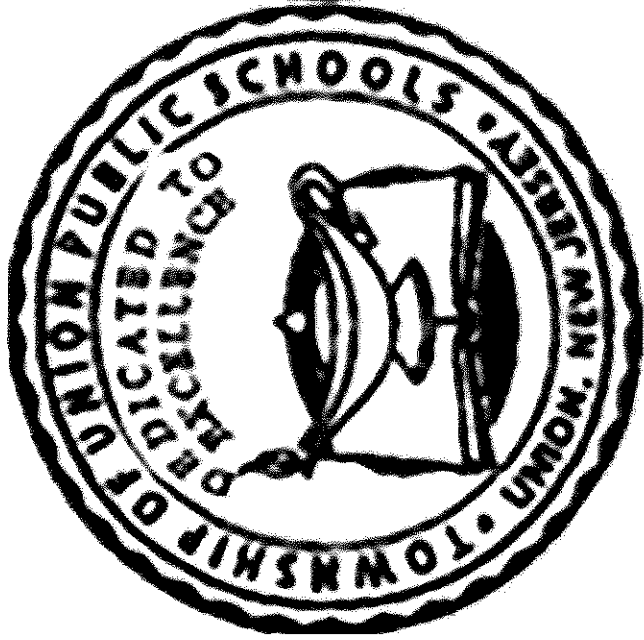
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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.

Resource Links

- **Amistad Curriculum**
www.njamistadcurriculum.com/
- **Caring Makes a Difference: Holocaust Curriculum**
www.state.nj.us/education/holocaust/curriculum/
- **World Art:**
 - The Last Supper /Mona Lisa
 - Japanese screen paintings
 - Meeting Cortez and Montezuma
- **Classzone.com**
- **Google Earth**
<http://www.google.com/earth/index.html>
- **Primary Sources**
 - excerpt from the 95 Theses
 - excerpt from The Prince
 - description from the Turks and the Christians
 - excerpt from The Koran
 - The Treaty of Tordesillas
 - The French Lose Quebec
 - The Life of Olaudah Equino
 - Letter to the King of Portugal
 - Excerpt from Las Casas
 - The Journal of Christopher Columbus
- **Videos**
- **Forbidden City: The Great Walls Within**
- **The Impact of Potatoes and Sugar**
- <https://www.ixl.com/social-studies/grade-5>

TOWNSHIP OF UNION PUBLIC SCHOOLS



United States History I
October 2017

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.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

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.

Recommended Resources

Textbook

Danzer, Klor De Alva, Wilson, Woloch. *The Americans: Reconstruction to the 21th Century*. Evanston , IL: Mcdougall Littell, 2005.

Online Sources

- <http://www.njamistadcurriculum.net/history/units>
- <http://www1.youseemore.com/TUPSD/databases.asp?SID=14>
- <http://online.salempress.com/home.do>
- <http://search.ebscohost.com/>

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

Unit 1: The Colonial Era and American Revolution

Unit 2: A New Nation and Westward Expansion

Unit 3: The Civil War and Reconstruction

Unit 4: Urbanization and Immigration

Unit 5: The Progressive Era

Unit 6: American Imperialism and WWI

Pacing Guide - U.S. History I

Unit 1: September – October

Unit 2: November – December

Unit 3: January

Unit 4: February-March

Unit 5: April

Unit 6: May-June

Unit 1: The Colonial Era and the American Revolution

This unit starts with European exploration of the Western Hemisphere. Mercantilism and the slave trade are main areas of focus. The expansion of English colonization creating the thirteen original colonies is analyzed in detail. The eventual evolution of the colonies leaning toward possible separation of Great Britain is discussed in detail, as social, economic, and cultural, factors are analyzed. Analysis of the American Revolution through the lens of both the British and the Patriots takes place leading up to American victory. The beginnings of a new nation including failures such as the Articles of Confederation, and successes such as the Constitution are analyzed.

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPI/s)	Activities	Assessments
What can happen when one culture imposes its values on another? What constitutes a revolution?	Identify the diverse Native American groups in North America. Understand European societies of the 1400's	Daily "Do Now" The Americas before Columbus (source analysis)	Chapter 1 Test Chapter 2 Test DBQ Analysis Historical Writing Activities

<p>How much power should the national government have?</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>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>The “Nacerima 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>	<p>Primary and Secondary Sources Analysis</p> <p>Completion of unit 1 projects.</p>
--	---	---	---

	<p>Identify the Middle Passage and its relationship as part of the Triangle Trade System.</p> <p>Recognize the economic differences of the American colonies based on region.</p> <p>Summarize the impact of Enlightenment thinking and its possible link to the American Revolution.</p> <p>Analyze the Impact of the French and Indian War as the possible beginning of American Revolution.</p> <p>Summarize colonial resistance to British taxation.</p>	<p>Triangle Trade Simulation.</p> <p>John Adams Case Study.</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 Delaware” Painting Analysis</p> <p>Boston Massacre DBQ</p> <p>Charting advantages and disadvantages of the British and Colonial forces during the</p>	
--	--	---	--

	<p>Explain why Boston Massachusetts is the nucleus of revolutionary thought.</p> <p>Analyze the Declaration of Independence breaking it down into three components.</p> <p>Trace conflicts in the North and South during the Revolutionary War.</p> <p>Describe the political and economic problems faced by the Confederation as a new nation develops.</p>	<p>Revolutionary War.</p> <p>Analyzing the structure and content of the Declaration of Independence.</p> <p>Revolutionary War battle map web quest.</p>	
--	--	---	--

New Jersey Student Learning Standards: Social Studies

Unit 1: The Colonial Era and American Revolution

6.1.12.A.1.a, 6.1.12.A.1.b, 6.1.12.C.1.a, 6.1.12.C.1.b, 6.1.12.D.1.a, 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.A.2.f, 6.1.12.B.2.a, 6.1.12.B.2.b, 6.1.12.D.2.a

Assessments Linked to ELA Guidelines

Unit 1 The Colonial Era and the American Revolution

- | | |
|---|------------|
| 1. <i>The Nacarina</i> - secondary source reading | 6.RL.1-10 |
| 2. American Before Columbus - secondary source analysis | 6.RL.1-10 |
| 3. John Adams Case Study - secondary source analysis | 6.RL.1-10 |
| 4. Jamestown Case Study – primary source analysis | 6.RIT.1-10 |
| 5. Colonial Song Activity | 6.W.1-10 |

Key Vocabulary Terms

Unit 1 The Colonial Era and the American Revolution

1. Columbian Exchange
2. Indentured Servant
3. Navigation Acts
4. Mercantilism
5. Triangular Trade
6. Enlightenment
7. French and Indian War
8. Middle Passage
9. Stamp Act
10. Thomas Jefferson
11. Declaration of Independence
12. Treaty of Paris
14. *Common Sense*
15. Articles of Confederation

Unit 2 A New Nation and Westward Expansion

This unit starts with a detailed analysis of the Constitution as the framework for American law. The Constitution acting as a “living document” is also examined. Constitutional Amendments are analyzed as a timeline for social progress, as our society has evolved over the past two hundred years. Westward expansion is analyzed by detailing the ideology of Manifest Destiny and its role as the driving force leading to America expanding westward. Social, cultural, and economic factors are analyzed as the expansion of the United States starting with the Louisiana Purchase, through the War of 1848, and detailing the eventual formation of what becomes the continental United States will be examined.

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<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</p>	<p>Explain the purpose for establishing the constitution.</p> <p>Explain the main roles of the legislative, judicial, and executive branch.</p>	<p>Daily “Do Now”</p> <p>Constitutional Amendment Timeline</p>	<p>Constitution Test</p> <p>Chapter 3 Test</p> <p>DBQ Analysis</p> <p>Historical Writing Activities</p>

<p>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>How did the rapid expansion and transformation of the American economy affect regional tensions and political compromises?</p> <p>When is it necessary for a social movement?</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</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>Class Debate – State v. Federal Law.</p> <p>Manifest Destiny</p> <p>Painting Analyses</p> <p>Market Revolution</p> <p>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>Primary and Secondary Sources Analysis</p> <p>Completion of unit 2 projects.</p>
---	---	--	---

during Jefferson's presidency including the Louisiana Purchase.

Explain the causes and consequences of the War of 1812.

Summarize the ways in which nationalism shaped American foreign policy.

Examine the crucial issues and events of Andrew Jackson's presidency.

Analyze the ideology and effect of Manifest Destiny.

Describe the Texas settlement, and the struggle for independence and

Westward expansion
map activity.
Western Expansion
DBQ

annexation.
Describe the impact of new markets, entrepreneurs, and inventions on the 19th-century American economy.

Discuss the central role that women played in 19th century reform movements.

New Jersey Student Learning Standards: Social Studies

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.A.3.a, 6.1.12.A.3.b,
6.1.12.A.3.d, 6.1.12.A.3.h, 6.1.12.A.3.i, 6.1.12.C.3.a, 6.1.12.D.3.a, 6.1.12.D.3.c, 6.1.12.D.3.d

Assessments Linked to ELA Guidelines

Unit 2 A New Nation and Westward Expansion

1. Constitutional Amendment Debates
2. Court Cases Analysis
3. State v. Federal Law Debates
4. Manifest Destiny DBQ

6.SL.1-6

6.RIT.1-10

6.SL.1-6

6.W.1-10

Key Vocabulary Terms

Unit 2 A New Nation and Westward Expansion

1. Constitution
2. Checks and Balances
3. Electoral College
4. Three Branches of Government
5. Monroe Doctrine
6. Missouri Compromise
7. Trail of Tears
8. Market Revolution
9. Fredrick Douglas
10. Louisiana Purchase
11. Elizabeth Cady Stanton
12. Nat Turner
13. Free Enterprise
14. Manifest Destiny
15. The Alamo

Unit 3 The Civil War and Reconstruction

This unit starts with examining the political fractions happening in the United States Congress regarding the admission of new states into the Union as free or slave states. The social climate of the country regarding the question of slavery will be analyzed. The abolitionist movement will be analyzed including the role women played during this time period. Slavery as an institution will be analyzed extensively. The election of Abraham Lincoln and the eventual separation of Confederate states will be examined. The Civil War will be analyzed as a detailed look into the differences between the Union and Confederate Army will determine the eventual outcome of the war. Finally the period of post Civil War Reconstruction will be examined from a political and cultural perspective.

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPI/s)	Activities	Assessments
<p>Is it possible to compromise on an ethical issue such as slavery?</p> <p>What are the obstacles to altering an institution, such as slavery, that is</p>	<p>Identify economic and cultural differences between the North and the South.</p> <p>Describe the question of</p>	<p>Daily "Do Now"</p> <p>Character Analysis – Students will construct a narrative based on a character they are assigned during this</p>	<p>Chapter 4 Test</p> <p>DBQ Analysis</p> <p>Historical Writing Activities</p>

<p>fundamental to a region's economy and way of life? How did ideological, political and economic differences over the course of a nation come together to cause the Civil War?</p> <p>What were the long-term consequences of the efforts to reunite the country after the Civil War?</p>	<p>slavery from a political viewpoint and determine its influence on the Civil War.</p> <p>Describe the operation of the Underground Railroad and other forms of protests against slavery and abolitionists groups.</p> <p>Analyze the strengths and strategies of both sides at the beginning of the Civil War.</p> <p>Explain the significance of the Gettysburg Address.</p> <p>Explain the significance of the Emancipation Proclamation.</p> <p>Judge the effectiveness</p>	<p>time period. Characters include slaves, slave owners, factory owners, and Confederate or Union soldiers.</p> <p>Create a chronology of the compromises leading up to the Civil War.</p> <p>Civil War Technology Case Study – students will examine how the North's use of technology led to its victory.</p>	<p>Primary and Secondary Sources Analysis</p> <p>Completion of unit 3 projects.</p>
---	--	---	---

	<p>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>Create a chart comparing military styles of Union and Confederate Generals.</p> <p>Analyze the Gettysburg address and write a reaction essay.</p> <p>Read the Emancipation Proclamation and debate the relevance of the speech from both a social and legal perspective.</p> <p>Viewing history through photographs. Analyzing the hatred of African Americans during Reconstruction.</p>	
--	--	--	--

New Jersey Student Learning Standards: Social Studies

Unit 3: The Civil War

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.b, 6.1.12.C.4.b,
6.1.12.C.4.c, 6.1.12.D.4.b, 6.1.12.D.4.c, 6.1.12.D.4.d, 6.1.12.D.4.e

Assessments Linked to ELA Guidelines

Unit 3 The Civil War and Reconstruction

- | | |
|--|------------|
| 1. Civil War Character Analysis | 6.W.1-10 |
| 2. Gettysburg Address – primary source analysis | 6.RIT.1-10 |
| 3. Emancipation Proclamation – primary source analysis | 6.RIT.1-10 |
| 4. Reconstruction DBQ | 6.W.1-10 |

Key Vocabulary Terms

Unit 3 The Civil War and Reconstruction

1. Underground Railroad
2. Dred Scott
3. Great Compromise
4. Emancipation Proclamation
5. Gettysburg Address
6. 13th Amendment
7. 14th Amendment
8. 15th Amendment
9. Carpetbaggers
10. Ulysses S. Grant
11. Robert E Lee
12. Sharecropping
13. Reconstruction
14. 3/5 Compromise
15. Abraham Lincoln

Unit 4 Urbanization and Immigration

This unit starts by examining the United States as it evolves from an agrarian society to an industrial one. The social, cultural, and economical transformations that take place in an industrial society will be analyzed. The developments of urban areas are examined in detail as the American workforce and societal norms change. The link between urbanization and immigration will be examined as we study European and Asian migration to the United States from the middle of the 19th century up to and including the early 20th century.

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<p>How does industrialization affect the social, cultural, and economic elements of our nation?</p> <p>What would it take for you to move to a foreign land?</p> <p>How will immigrants</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</p>	<p>Daily Do Now's</p> <p>Primary Sources – readings from immigrant experiences.</p> <p>Chart demographic shifts during the era, including new waves of</p>	<p>Chapter 5 Test</p> <p>Chapter 6 Test</p> <p>Chapter 7 Test</p> <p>Chapter 8 Test</p> <p>Historical Writing Activities</p>

<p>gain access to the resources needed to survive in the United States?</p> <p>How might immigrants respond to help from someone outside their culture?</p> <p>What skills do immigrants need in order to thrive in the United States?</p>	<p>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>Analyze push and pull factors causing immigrants to enter the United States.</p> <p>Explain how cities dealt with housing, transportation, sanitation, and safety issues.</p>	<p>immigrants.</p> <p>Analyze today's attitudes towards immigrants, legal and illegal and compare to the time period.</p> <p>Immigrant Children's Book Project – students will create a storybook written for a child describing the immigrant experience.</p> <p>City Planning Project – students are responsible for creating a city blue print, containing infrastructure needed for the city to function.</p> <p>Immigration DBQ</p>	<p>Primary and Secondary Sources Analysis</p> <p>Completion of unit 4 projects.</p> <p>Completion of DBQ</p>
--	--	--	--

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.

New Jersey Student Learning Standards: Social Studies

Unit 4: Immigration and Urbanization

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.d

Assessments Linked to ELA Guidelines

Unit 4 Urbanization and Immigration

- | | |
|--|------------|
| 1. Immigrant Experiences – primary source analysis | 6.RIT.1-10 |
| 2. Immigrant Children’s Book Project | 6.W.1-10 |
| 3. City Planning Project | 6.W.1-10 |

Key Vocabulary Terms

Unit 4 Urbanization and Immigration

1. Bessemer Process
2. Thomas Edison
3. Interstate Commerce Act
4. Transcontinental Railroad
5. Andrew Carnegie
6. Sherman Antitrust Act
7. Ellis Island
8. Gentleman's Agreement
9. Political Machine
10. Boss Tweed
11. Patronage
12. Angel Island
13. Pendleton Civil Service
14. Settlement Houses
15. Urbanization

Unit 5 The Progressive Era

This unit starts to analyze the results of the United States coping with the negative effects of an industrialized nation. Big Business has created a divide between the wealthy industrialists and the working class. Progressive ideology will be examined with particular emphasis on the role of women during this time period as the excess of the Gilded Age makes way for progressive legislation. Progressive presidents will be examined as their policy and stance on trust busting and their implication of social programs will be highlighted.

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<p>What kinds of actions can bring about social change?</p> <p>How can individuals bring about change in their government?</p> <p>How might reformers recruit others?</p>	<p>Explain the four goals of Progressivism.</p> <p>Identify progressive efforts to reform state government; protect workers, and reform elections.</p>	<p>Daily Do Now's</p> <p>Social Reformer DBQ</p> <p>Political Cartoon Analysis</p> <p>Readings from <i>The Jungle</i>.</p>	<p>Chapter 9 Test</p> <p>DBQ completion</p> <p>Historical Writing Activities</p> <p>Primary and Secondary Sources Analysis</p>

<p>How did woman play a role in the formation of social programs?</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>Modern Day Muckraker Activity – students will find a newscast on-line and present the issue to the class.</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>Completion of unit 5 projects.</p>
---	---	--	---------------------------------------

New Jersey Student Learning Standards: Social Studies

Unit 5 : The Progressive Era

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

Assessments Linked to ELA Guidelines

Unit 5 The Progressive Era

1. *The Jungle* reading – secondary source analysis 6.RL.1-10
2. Muckraker Activity 6.W.1-10
3. Progressive Era PowerPoint Activity 6.SL.1-6

Key Vocabulary Terms

Unit 5 The Progressive Era

1. Progressive Movement
2. Suffrage
3. Prohibition
4. Muckraker
5. 17th Amendment
6. Susan B Anthony
7. *The Jungle*
8. Theodore Roosevelt
9. Square Deal
10. Meat Inspection Act
11. Pure Food and Drug Administration
12. William Howard Taft
13. Payne-Aldrich Tariff
14. Bull Moose Party
15. Woodrow Wilson

Unit 6 American Imperialism and WWI

This unit analyzes America's reach outside of the lower forty-eight states and determines the country's policies, as it becomes a powerful figure on the world stage. American diplomacy will be analyzed with particular consideration to neighboring nation states in the Western Hemisphere including areas in the Pacific. This leads into our analysis of World War One. The war will be analyzed by examining political and social motivations to enter the war. Examining a shift from a consumer economy to a wartime economy will be measured. The role of women and African Americans serving in the military, and as civilian contributors, will be examined.

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
When should the United States intervene in the affairs of another country? Is it the responsibility of the United States to police the world?	Explain the economic and cultural factors that fueled the growth of American imperialism? Describe how the United	Daily Do Now's Class Debate – should the United States get involved with foreign affairs Imperialism Magazine	Chapter 10 Test Chapter 11 Test DBQ completion Historical Writing Activities

<p>How do the media influence public opinion?</p> <p>Is it right for the United States to intervene in foreign conflicts?</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>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</p>	<p>Cover Project – students will create a magazine cover along with an editorial.</p> <p>Writing assignment – pick a topic that affects students and write an article using yellow journalistic techniques.</p> <p>Create a map indicating the benefit of the Panama Canal.</p> <p>Media persuasion activity – students will research a recent topic in history that was manipulated by the media.</p> <p>WWI DBQ</p>	<p>Primary and Secondary Sources Analysis</p> <p>Completion of unit 6 projects.</p>
---	--	---	---

	<p>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</p>	<p>WWI letters home - students will write a letter home describing their life on the front lines.</p> <p>WWI weapons activity - students will research WWI weapons technology and present to the class how they were used</p>	
--	---	---	--

Fourteen Points.

Describe the Treaty of Versailles and international and domestic reaction to it.

Explain how the Treaty of Versailles created the foundation for a second world war.

New Jersey Student Learning Standards: Social Studies

Unit 6: American Imperialism

6.1.12.B.6.a, 6.1.12.B.6.b, 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

Assessments Linked to ELA Guidelines

Unit 6 American Imperialism and World War One

- | | |
|--|----------|
| 1. Class Debate – U.S. foreign affairs | 6.SL.1-6 |
| 2. Yellow Journalism Writing Activity | 6.W.1-10 |
| 3. WWI Letters Home | 6.W.1-10 |
| 4. Imperialism Editorial | 6.W.1-10 |

Key Vocabulary Terms

Unit 6 American Imperialism and World War One

1. Imperialism
2. Alfred T. Mahan
3. Queen Liliuokalani
4. Yellow Journalism
5. *USS Maine*
6. Rough Riders
7. Panama Canal
8. Roosevelt Corollary
9. Dollar Diplomacy
10. Nationalism
11. Trench Warfare
12. Zimmerman Note
13. Selective Service Act
14. Fourteen Points
15. Treaty of Versailles

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	Grades 9-12
Chronological Thinking	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. 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	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena

	<p>Relate current events to the physical and human characteristics of places and regions.</p>
--	---

	<p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p> <p>Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</p>
<p>Presentational Skills</p>	<p>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.</p> <p>Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.</p>

New Jersey Student Learning Standards

Social Studies

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 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.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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.

New Jersey Student Learning Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

Resource Links

- National Geographic
- <http://www.nationalgeographic.com/>
- History.com
- <http://www.history.com/>
- History Net
- <http://www.historynet.com/>
- US Census
- https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html
- US Constitution.net
- <http://constitutionus.com/>
- primarysource.org
- <https://www.primarysource.org/>
- history news network.org
- <http://historynewsnetwork.org/>
- Smithsonian channel
- <https://www.smithsonianchannel.com/>

- National Archives
- <https://www.archives.gov/>
- Amistad Curriculum
- www.njamistadcurriculum.com/
- Caring Makes a Difference: Holocaust Curriculum
- www.state.nj.us/education/holocaust/curriculum/
- CNN Student News
- <http://www.cnn.com/cnn10>
- Google Earth
- <http://www.google.com/earth/index.html>
- I Civics
- <https://www.icivics.org/>
- TimeLinks website
- <https://connected.mcgraw-hill.com/connected/login.do>