

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: American History 1620-1900

Course: US History I

Alignment: 2020 NJSLS

BOE born on date: September 2022

Authored by

Dr. Lisa Torres, Supervisor of ELA & SS 7-12

Ms. Tiffany Correa, Supervisor of PD & Special Projects

Mr. Michael O'Toole

Mr. Dennis Sasso

Mr. Michael Urso

Introduction

The United States History I course takes students from the 1750's through the Era of Imperialism, offering a in-depth view of the growth and development, and modernization of America. The course examines the foundations of American democracy and traces the development of the American identity through the major political, social, and industrial shifts of the 18th and 19th Centuries.

Mission:

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision:

The United States History I course is designed to integrate the study of the social, economic, and political problems of the 18th and 19th centuries. Among the anticipated objectives are the understanding of the growth of democratizing institutions, the development of American domestic and foreign policy and their connections to the present.

Scope and Sequence:

The course is organized around 6 units that are designed to establish the critical importance of knowledge and awareness of American politics, economics, geography, and culture. The sequence of units highlights the importance of understanding the past and key historical concepts, from various perspectives combining civic ideals and participatory citizenship.

Overall:

- Unit 1: Colonization and Settlement (1585–1763) (3 weeks)
- Unit 2: Revolution and the New Nation (1754–1820s) (7weeks)
- Unit 3: Expansion and Reform (1801–1861) (5 weeks)
- Unit 4: Civil War & Reconstruction (1850-1865) (9 weeks)
- Unit 5: The Development of the Industrial United States (1870-1900) (4 weeks)
- Unit 6: The Emergence of Modern America: Progressive Reforms (1890–1930) (5 weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered 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.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. 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.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit 1: Colonization and Settlement (1585–1763) (3 weeks)

Core Ideas	<ul style="list-style-type: none"> Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. Global interconnections create complex spatial patterns at multiple scales that continue to change over time. Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. 		
Essential Questions	<ul style="list-style-type: none"> How did geography greatly affect the development of colonial America? To what extent was colonial America a democratic society? Was the American War for Independence inevitable? How did the Enlightenment influence the Founders and shape the American Revolution and the New Nation? How did the organization and structure of state constitutions and the US constitution shape the American constitutional government? What symbols and other evidence represent the themes of regionalism and national identity during this time period? 		
Enduring Understanding	North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World Conflict and Change Culture. Geography, diplomacy and Enlightenment ideals helped the Americans win independence and form the first modern republic. Throughout this period central themes are reflected; Distribution of Power, Individuals, Groups and Institutions, Location, and Movement/Migration.		
Practice	Developing Questions and Planning Inquiry Seeking Diverse Perspectives		
Performance Expectations	<ul style="list-style-type: none"> Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. Assess the impact of the interactions and conflicts between native groups and North American settlers. Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Assess the extent to which the reasoning and evidence in a text support the author's claims. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.CivicsPI.1.a 6.1.12.CivicsPD.1.a 6.1.12.GeoGI.1.a 6.1.12.EconGE.1.a 6.1.12.HistoryCC.1.a 6.3.12.CivicsPD.1	<ul style="list-style-type: none"> Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. 	<ul style="list-style-type: none"> Great Awakening Vocabulary PPT Content map Geographic exploration Interpreting the Declaration of independence and the constitution 	<ul style="list-style-type: none"> https://edsitement.neh.gov/teachers-guides/advanced-placement-us-history-lessons The Americans textbook

<p>6.3.12.CivicsHR.1 NJSLSA.R2 NJSLSA.R4 NJSLSA.R7 RH.9-10.3 RH.9-10.8 RH.9-10.10</p>	<ul style="list-style-type: none"> • Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. • Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). • Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. • Assess the impact of the interactions and conflicts between native groups and North American settlers • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas • Interpret words and phrases as they are used in a text, including 	<ul style="list-style-type: none"> • Thirteen Colonies Founding Act • Different climates across the colonies and the impact on economy 	
---	--	--	--

	<p>determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently 		
Key Vocabulary	<p>Geography of the Colonies, Virginia (Jamestown) New England Middle Colonies and Quebec, Mercantilism, the Trans-Atlantic Trade and Middle Passage, Benjamin Franklin Great Awakening, Tobacco cultivation, Powhatan, House of Burgesses, Bacon's Rebellion, Development of slavery, Royal colony, Town meetings, religious tensions, Half-way covenant, Salem Witch Trials</p>		
Evidence of Learning	<p>Projects, tests, quizzes</p>		
Interdisciplinary Connections	<p>ELA essay writing, economics NJSLSA.R2 NJSLSA.R4 NJSLSA.R7 RH.9-10.3 RH.9-10.8 RH.9-10.10</p>		
Diversity, Equity, & Inclusion	<p>The discipline of history explores the full range of the human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field.</p>		
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p>		
Computer Science and Design Thinking	<p>8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</p>		
Social Emotional Learning	<p>RELATIONSHIP SKILLS:</p> <ul style="list-style-type: none"> • Communicating effectively • Developing positive relationships • Demonstrating cultural competency 		

	<ul style="list-style-type: none">• Practicing teamwork and collaborative problem-solving• Showing leadership in groups			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests• Provide notes when student request• Reduce project workload• Short summaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments /short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Visual cue or signs• Rephrase of questions and directions	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cues or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs• Use multiple approaches to accelerate learning within and outside of the school setting• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting• Use individualized learning options such as mentorships, internships, online courses, and independent study

		<ul style="list-style-type: none">• Partner or group work on skill development• Assistance by instructional videos or curated videos online		
--	--	--	--	--

Unit II: Revolution and the New Nation 1754-1820s (7 weeks)

Core Ideas	<ul style="list-style-type: none"> • Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. • Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past 		
Essential Questions	<ul style="list-style-type: none"> • How did the French and Indian War pave the way to the American Revolution? • Was revolution inevitable? • How did the colonists justify rebellion? • What factors led to the growing sense of American independence? • How did the success of the Revolution initialize westward movement? • Do we stand by the ideals brought forth in the Declaration of Independence? Why or why not? 		
Enduring Understanding	<ul style="list-style-type: none"> • The American Revolution was the culmination of growing tensions between Britain and her independence-minded colonists. • The Constitution is considered the supreme law of the land and is designed to be a “living document.” 		
Practice	Developing Claims and Using Evidence, Presenting Arguments and Explanations		
Performance Expectations	<ul style="list-style-type: none"> • Assess the impact of the interactions and conflicts between native groups and North American settlers. • Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. • Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. • Relate events in Europe to the development of American trade and American foreign and domestic policies. • Analyze arguments for new women’s roles and rights and explain why 18th century society limited women’s aspirations. • Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. • Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties. • Students will be able to explain why the War of 1812 was crucial for the United States in spoken and written discussions. • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. • Assess the extent to which the reasoning and evidence in a text support the author’s claims. • By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a 6.1.12.GeoPP.2.a 6.1.12.GeoPP.2.b 6.1.12.EconEM.2.a	<ul style="list-style-type: none"> • Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution. 	<ul style="list-style-type: none"> • <i>PPT- The New Imperialism</i> • <i>Film Clips- The Last of the Mohicans</i> • <i>Stamp Act DBQ</i> • <i>Boston Massacre DBQ</i> • <i>HBO John Adams- Trial of British Soldiers</i> 	<ul style="list-style-type: none"> • <i>Textbook: HMH-Module 3- The American Revolution</i> • <i>Textbook: HMH-Module 4- The U.S. Constitution</i> • <i>Textbook: HMH-Module 5- A New Nation</i> • www.270towin.com

<p>6.1.12.EconEM.2.b 6.1.12.EconEM.2.c 6.1.12.HistoryCC.2.a 6.1.12.HistoryCC.2.b 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 NJLSA.R2 NJLSA.R4 NJLSA.R7 RH.9-10.3 RH.9-10.8 RH.9-10.10</p>	<ul style="list-style-type: none"> Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties. Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery. Explain how the United States economy emerged from British mercantilism. Assess the effectiveness of the new state and national governments' attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues. Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies. Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights). Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. 	<ul style="list-style-type: none"> Essay- "We Worship Jefferson, but are we Hamilton's America?" <p>Stamp Act DBQ Rubric Boston Massacre DBQ Rubric American Revolution Test</p> <p>Primary source document analysis includes, but not limited to:</p> <ul style="list-style-type: none"> Boston Massacre CSI The Stamp Act Crisis Common Sense The Declaration of Independence The Federalist Papers The Articles of Confederation The Constitution The Kentucky and Virginia Resolutions 	<ul style="list-style-type: none"> https://hsi.wm.edu/cases/boston/boston_teachers.html https://americainclass.org/sources/makingrevolution/crisis/text3/text3.htm DBQ for Revolution https://secure-media.collegeboard.org/ap/pdf/ap-us-history-frq-2017.pdf Rubric for Revolution DBQ https://secure-media.collegeboard.org/digitalServices/pdf/ap/apcentral/ap17-us-history-q1dbq.pdf https://americainclass.org/sources/makingrevolution/crisis/text3/text3.htm DBQ for Revolution https://secure-media.collegeboard.org/ap/pdf/ap-us-history-frq-2017.pdf Rubric for Revolution DBQ https://secure-media.collegeboard.org/digitalServices/pdf/ap/apcentral/ap17-us-history-q1dbq.pdf Baron Von Steuben, who was hired by General George Washington and helped train the Continental Army exemplifies the contributions of a gay person in helping the nation win independence. https://www.history.com/news/openly-gay-revolutionary-war-hero-friedrich-von-steuben
---	--	---	---

	<ul style="list-style-type: none"> • Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights). • Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them. • Research multiple perspectives to explain the struggle to create an American identity. • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. 		
Key Vocabulary	Federalism, republic, separation of powers, checks and balances, ratification, confederation, market economy, expansion of federal power.		
Evidence of Learning	Students will be able to demonstrate their understanding through a variety of assessments including projects, essays, or multiple choice test.		
Interdisciplinary Connections	ELA essay writing NJSLSA.R2. NJSLSA.R4. NJSLSA.R7.		

	RH.9-10.3. RH.9-10.8. RH.9-10.10.			
Diversity, Equity, & Inclusion	The discipline of history explores the full range of the human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.			
Computer Science and Design Thinking	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.			
Social Emotional Learning	RELATIONSHIP SKILLS: <ul style="list-style-type: none">• Communicating effectively• Practicing teamwork and collaborative problem-solving• Resolving conflicts constructively• Showing leadership in groups			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cues or signs• Small group assistance or collaboration• Partner or group work on skill development	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs

	<ul style="list-style-type: none"> • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
--	--	--	---	---

Unit III: Expansion and Reform 1801-1861 (5 Weeks)	
Core Ideas	<p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</p> <p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture</p> <p>To better understand the historical perspective, one must consider historical context.</p>
Essential Questions	<ul style="list-style-type: none"> • How did the motivations behind Manifest Destiny transform different cultures in the United States? • How did American economy shape nation's existence? • What factors influenced political participation of particular groups? • How might a people's culture be shaped by slavery?
Enduring Understanding	<p>Territorial expansion and Social Reform movements during the early 1800's was the result of multiple, coinciding, political, social, and economic factors. The rapid expansion and transformation of the American landscape and economy contributed to regional tensions, social reform, and political compromises, that supported an expansion of democratic practices.</p>
Practice	<p>Developing Questions and Planning Inquiry, Developing Claims and Using Evidence, Presenting Arguments and Explanations, Engaging in Civil Discourse and Critiquing Conclusions</p>
Performance Expectations	<ul style="list-style-type: none"> • Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

	<ul style="list-style-type: none"> Students will be able to explain the attempts and methods of social reform led by important people during this era such as the following: Elizabeth Cady Stanton, Dorothea Dix, Susan B. Anthony, Horace Mann, Catherine Beecher, Nathaniel Hawthorne, Ralph Waldo Emerson, William Lloyd Garrison, Sarah and Angelina Grimke, Frederick Douglass, Abraham Lincoln, Harriet Tubman, Stephen Douglas, John Brown, Harriet Beecher Stowe, Nat Turner, and Dred Scott. Students will be able to Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. Students will be able to demonstrate their understanding of Manifest Destiny, Westward expansion, and the settlement of North America by people of European descent. Students will be able to explain the causes and consequences of the American Civil War, and why the United States was victorious and preserved the Union. Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Assess the extent to which the reasoning and evidence in a text support the author's claims. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.CivicsPI.3.a 6.1.12.CivicsPI.3.b 6.1.12.CivicsDP.3.a 6.1.12.CivicsDP.3.b 6.1.12.CivicsDP.3.c 6.1.12.GeoSV.3.a 6.1.12.EconET.3.a 6.1.12.EconGE.3.a 6.1.12.EconNE.3.a 6.1.12.HistoryUP.3.a 6.1.12.HistoryUP.3.b 6.1.12.HistoryCA.2.a 6.1.12.HistoryCA.3.a 6.1.12.HistoryCA.3.b 6.1.12.HistoryCC.3.a 6.1.12HistoryUP2.a 6.1.12HistoryUP2.b 6.1.12HistoryUP2.c 6.1.12HistoryUP3.a 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 NJSLSA.R2 NJSLSA.R4 NJSLSA.R7 RH.9-10.3	<ul style="list-style-type: none"> Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance). Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. 	<ul style="list-style-type: none"> Lewis and Clark webquest and Expedition research and newsletter (sample websites) http://www.achsd.org/ccms/social_studies/lewisandclark_wq/lc_webquest.htm https://www.nationalgeographic.org/archive/expeditions/lessons/06/g35/sameplace.html https://kids.nationalgeographic.com/explore/history/lewis-and-clark/ Read and analyze the journals of Lewis and Clark and report to the class https://lewisandclarkjournals.unl.edu/ Art analysis- students analyze and interpret point-of-view of artist and painting and identify significance (e.g. American Progress by John Gast). Connect the event to a particular event and context and answer associated questions Trial of Andrew Jackson. Students research controversial events and policies of the 7th president and then argue in support or opposition to them Research Slavery, the Middle Passage and the Underground Railroad. Students can investigate online simulations to learn content and assess effectiveness of 	<ul style="list-style-type: none"> Textbook: HMH-Module 5- A New Nation Textbook: HMH-Module 6- Nationalism and Sectionalism Textbook: HMH-Module 7- Opening the Frontier Textbook: HMH- Module 8- Reform Movements www.270towin.com Maps, videos, primary sources, textbook, internet web sites and other relevant materials and resources. https://asianamericanedu.org/ https://asianamericanedu.org/1.2-Transcontinental-Railroad-lesson-plan.html Native Americans and RR https://ap.gilderlehrman.org/history-by-era/development-west/essays/american-indians-and-transcontinental-railroad http://memory.loc.gov/cgi-bin/query/r?ammem/consrv:@field(DOCID+@lit(amrvrvr02div11))

<p>RH.9-10.8 RH.9-10.10</p>	<ul style="list-style-type: none"> • Evaluate the impact of Western settlement on the expansion of United States political boundaries. • Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. • Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. • Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens. • Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian). • Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. • Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). • Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration. • Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. 	<p>simulations (example, escape on the Underground Railroad) http://teacher.scholastic.com/activities/bhistory/underground_railroad/</p> <ul style="list-style-type: none"> • Research the Amistad, watch the film and compare the film portrayal with historical facts https://www.archives.gov/education/lessons/amistad • Analyze images: Political cartoons and period art • Primary source document readings and analysis • Map exercises and geography • Timelines to better understand cause and effect • Secondary source document readings and discussion • Turning point identification 	<ul style="list-style-type: none"> • Amistad, the film https://www.youtube.com/watch?v=pMNArpFZXk0 • AAPI: The Burlingame-Seward Treaty, 1868 https://history.state.gov/milestones/1866-1898/burlingame-seward-treaty
---------------------------------	---	---	---

	<ul style="list-style-type: none"> • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently • Research multiple perspectives to explain the struggle to create an American identity. • Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. • Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. • Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights). 		
Key Vocabulary	Concept of Manifest Destiny, National Bank, uniform currency, tariffs, voting rights, technological advances, the Louisiana Purchase, immigration, Reform of education, women's rights, slavery, Antebellum period, Native Americans, land and water transportation, Underground Railroad		
Evidence of Learning	Students will be able to demonstrate their understanding through a variety of assessments including projects, essays, or multiple-choice test.		
Interdisciplinary Connections	NJSLSA.R2. NJSLSA.R4 NJSLSA.R7 RH.9-10.3		

	RH.9-10.8 RH.9-10.10			
Diversity, Equity, & Inclusion	The discipline of history explores the full range of human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.			
Computer Science and Design Thinking	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).			
Social Emotional Learning	RELATIONSHIP SKILLS: <ul style="list-style-type: none">Communicating effectivelyPracticing teamwork and collaborative problem-solvingResolving conflicts constructivelyShowing leadership in groups			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homeworkSimplified word problemsGraphic organizersMatched sentences or procedures with picturesAlternative presentation options1-2 sentence short responsesShortened written assignments	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)Flash cardsTeacher notesGraphic organizerClear parameters and student workspaceTimer to monitor task and durationStudy guidesGuided notes	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workScaffolding assignmentsChunking of materialsAllow for errorsPre-teach materialsSupply teacher demoRephrase of questions and directionsVisual cues or signsSmall group assistance or collaborationPartner or group work on skill development	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanationProvide opportunities for students to set personal goals, keep records and monitor their own learning progressMultiple assessments given in different domains, that showcase student interests, strengths, and needs

	<ul style="list-style-type: none"> • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
--	--	--	---	---

Unit IV Civil War and Reconstruction 1850-1877 (9 Weeks)

Core Ideas	<ul style="list-style-type: none"> • Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices. • Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. • Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics. • Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. • Resources impact what is produced and employment opportunities. • Complex interacting factors influence people's perspective. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
Essential Questions	<ul style="list-style-type: none"> • To what extent was slavery the cause of the Civil War? • What causes other than slavery contributed to Southern secession and Civil War? • Does militancy advance or reduce the effectiveness and the achievement of protest movement goals? (abolitionists) Or: Were the abolitionists responsible reformers or irresponsible agitators? • In what ways was slavery an evil institution and what is the legacy of slavery in America? • Can legislative compromises solve moral issues? • Can the Supreme Court settle moral issues? (Dred Scott decision)? • Was the Civil War inevitable? • Does Abraham Lincoln deserve to be called the "Great Emancipator"?

	<ul style="list-style-type: none"> • Would America move toward a free-labor capitalist economy and a democratic polity in all regions, or would a slave-labor plantation economy and a hierarchical society persist in half of the country? • Why does the Civil War still matter today? (Meaning, memory, myths and monuments)? • Can legislative compromises solve moral issues? • Was the Civil War inevitable? • What method of creating change was most beneficial to the cause of abolitionism? • Was popular sovereignty a democratic solution or mechanism for promoting anarchy? • What was the social, political, and economic impact of the Civil War and Reconstruction? • What impact did political and military leadership have on the outcome of the war? • How did the political actions of President Lincoln affect the outcome of the war? 		
Enduring Understanding	The Civil War and the memory and myth of it continues to influence American politics and culture. The Civil War still matters today as evidenced by the many people who still debate the meaning and memory of the Civil War, perpetuate myths and protest over symbols, monuments, memorials, and statues. People tend to justify their actions based on ideals and principles. The rights, freedoms, and responsibilities of all American changed dramatically after 1861.		
Practice	Developing Questions and Planning Inquiry, Developing Claims and Using Evidence, Presenting Arguments and Explanations, Engaging in Civil Discourse and Critiquing Conclusions		
Performance Expectations	<ul style="list-style-type: none"> • Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. • Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) • Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. • Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.CivicsDP.4.a 6.1.12.CivicsDP.4.b 6.1.12.CivicsPR.4.a 6.1.12.GeoSV.4.a 6.1.12.GeoPP.4.a	<ul style="list-style-type: none"> • Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. 	<ul style="list-style-type: none"> • Explore maps of the expansion of United States territory following the Mexican-American war. • Students evaluate the efforts of abolitionists and the effectiveness of the 	<ul style="list-style-type: none"> • Primary source document analysis examining increasing sectional tensions resulting in secession and Civil War:

<p>6.1.12.EconET.4.a 6.1.12.EconNE.4.a 6.1.12.HistoryCC.4.a 6.1.12.HistoryUP.4.a 6.1.12.HistoryUP.4.b 6.1.12.HistoryCC.4.b 6.1.12.HistoryCA.4.c 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 NJLSA.R2 NJLSA.R4 NJLSA.R7. RH.9-10.3 RH.9-10.8 RH.9-10.10</p>	<ul style="list-style-type: none"> Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address). Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war. Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period. Assess the role that economics played in enabling the North and South to wage war. Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South. Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century. Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. 	<p>anti-slavery movement. How does that social reform movement compare and contrast with 21st century problems?</p> <ul style="list-style-type: none"> Analyze primary source documents to understand author's message, purpose, significance, and outcome. Causes of the Civil War DBQ Students watch the film "Glory" about the 54th MA Colored Regiment and their contributions to helping the United States win the war and preserve the Union. Success and Failures of Reconstruction DBQ Students read and analyze primary source documents and use them in an argument to support a position (either written or verbal). 	<ul style="list-style-type: none"> John Brown: testimonies from his 1859 trial for treason and murder following the failed raid on Harpers Ferry. Confederate Vice-President Alexander Stevens "Cornerstone" speech and state declarations of secession. Maps, videos, primary sources, textbook, internet web sites and other relevant materials and resources. Causes of the Civil War DBQ link https://mrhilbert.weebly.com/uploads/2/4/3/4/24347831/civil_war_dbq.pdf Civil War film "Glory" viewing guide APUSH DBQ - Reconstruction (historyteacher.net) Primary source documents experiences of African American Freedmen and women https://www.archives.gov/research/african-americans/freedmens-bureau/highlights.html WEB duBois on Reconstruction https://www.theatlantic.com/past/docs/issues/01mar/dubois.htm
--	--	--	--

	<ul style="list-style-type: none"> • Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work. • Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals. • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • By the end of grade 10, read and comprehend history/social studies texts 		
--	---	--	--

	in the grades 9-10 text complexity band independently and proficiently			
Key Vocabulary	Secession, popular sovereignty, fugitive slave law, Causes of the Civil War and secession, Lincoln’s goals in fighting the Civil War, Border States, contraband, Emancipation Proclamation, 13 th Amendment, “Total War”, Reconstruction, and successes and failures of Reconstruction.			
Evidence of Learning	Students will be able to demonstrate their understanding through a variety of assessments including projects, essays, Document based question analysis and writing, and/or multiple-choice tests.			
Interdisciplinary Connections	NJSLSA.R2 NJSLSA.R4 NJSLSA.R7 RH.9-10.3 RH.9-10.8 RH.9-10.10			
Diversity, Equity, & Inclusion	The discipline of history explores the full range of the human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.			
Computer Science and Design Thinking	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).			
Social Emotional Learning	RELATIONSHIP SKILLS: <ul style="list-style-type: none">• Communicating effectively• Practicing teamwork and collaborative problem-solving• Resolving conflicts constructively• Showing leadership in groups			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/s hort-term goals (Planner Microsoft)	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects

	<ul style="list-style-type: none"> • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
--	--	---	--	---

Unit V: Development of the Industrial United States 1870-1900 (4 Weeks)	
Core Ideas	<ul style="list-style-type: none"> • Human settlement activities impact the environmental and cultural characteristics of specific places and regions. • The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange. • Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • Multiple economic indicators are used to measure the health of an economy.

Essential Questions	<ul style="list-style-type: none"> • What role should the government play in the economy? • How did the railroad and new technology change the face of American industry? • Can political freedom exist without an economic foundation? (Especially re: Freedmen) • Were big business leaders “captains of industry” or “robber barons”? • To what extent should business be regulated closely by the government? • Should business be allowed to combine and reduce competition? • Has immigration been the key to America’s success? • How has the West (Cowboys, Indians, Big Skies) been romanticized? • Can the “white man’s conquest” of Native Americans be justified? • In what ways were Native Americans treated unfairly by the United States government? • If populism provided an effective solution to the nation’s problems, explain how? • What inventions changed American society? 		
Enduring Understanding	<p>After the Civil War, the United States completed its conquest of North America and the Native tribes, opening vast areas to white settlement, farming, ranching, mining, and timber operations. During the Gilded Age, corporations and trusts dominated industry, the economy and government and there were several devastating market crashes (Panics of 1873, 1893). There were calls for the Federal government to regulate business and the economy and workers organized, protested, and went on strike to combat growing inequalities, exploitation and income disparity. Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.</p>		
Practice	<p>Developing Questions and Planning Inquiry, Developing Claims and Using Evidence, Presenting Arguments and Explanations, Engaging in Civil Discourse and Critiquing Conclusions</p>		
Performance Expectations	<ul style="list-style-type: none"> • Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. • Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. • Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South. • Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. • Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers’ rights, the economy, and politics across time periods. • Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. • Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

<p>6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a 6.1.12.GeoPP.5.a 6.1.12.GeoHE.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryCC.5.a 6.1.12.HistoryUP.5.a 6.1.12.HistoryCA.5.a 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 NJLSA.R2. NJLSA.R4 NJLSA.R7 RH.9-10.3 RH.9-10.8 RH.9-10.10</p>	<ul style="list-style-type: none"> • Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. • Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. • Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South. • Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. • Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods. • Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation. • Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. • Determine central ideas or themes of a text and analyze their development; 	<ul style="list-style-type: none"> • Geography- using maps to instruct students in continued Westward expansion and acquisition of overseas holdings. • Read and analyze Kipling's "White Man's Burden" and analyze political cartoons from Puck and other sources to discern the arguments used in the Imperialist vs. Anti-Imperialist debate over US overseas expansion. • Students research and identify major Gilded Age events and complete the concept map. • Discuss and debate: "Captains of Industries or Robber Barons" • Students identify and evaluate the contributions and abuses of industry leaders, with consideration of other points of view (labor, immigrants, How the Other Half Lives). • Mark Twain's Gilded Age • Excerpts can be used in class or for homework. • Carnegie's Gospel of Wealth • Excerpts can be used in class or for homework • Analyze political cartoons and answer questions in preparation for discussion. • Students read, evaluate, answer questions on and discuss • McKinley's justifications for annexing the Philippines 	<ul style="list-style-type: none"> • Maps, videos, primary sources, textbook, internet web sites and other relevant materials and resources. • Gilded Age concept map • 22 US I Gilded Age concept map • Summary of Jacob Riis "How the other Half Lives" and links to his photo journalism. • https://www.litcharts.com/lit/how-the-other-half-lives/summary • summary of Twain's "Gilded Age" • https://www.digitalhistory.uh.edu/era.cfm?eraid=9 • https://books.google.com/books/about/The_Gilded_Age.html?id=eOciSbWrxR8C • industrialist comparison chart • file:///C:/Users/otoom/Downloads/COI%20vs%20RB%20Summary%20Sheet%2018.pdf • Carnegie's Gospel of Wealth • https://www.google.com/books/edition/The_Gospel_of_Wealth_Essays_and_Other_Wr/7LNMV4ivjGoC?hl=en&gbpv=1&dq=carnegie+gospel+of+wealth&printsec=frontcover • 22 USI Imperialism cartoon White mans burden • Mckinley annexation of Philippines • https://www.digitalhistory.uh.edu/disp_text_book.cfm?smtID=3&psid=1257#:~:text=At%20the%20end%20of%20the,power%20would%20seize%20the%20Philippines.
--	---	---	---

	<p>summarize the key supporting details and ideas</p> <ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently 		
Key Vocabulary	Labor union, Strike, Tenement, Robber Baron, Assembly line,		
Evidence of Learning	Students will be able to demonstrate their understanding through a variety of assessments including projects, essays, or multiple-choice test.		
Interdisciplinary Connections	NJSLSA.R2 NJSLSA.R4 NJSLSA.R7 RH.9-10.3 RH.9-10.8 RH.9-10.10		
Diversity, Equity, & Inclusion	The discipline of history explores the full range of the human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.		
Computer Science and Design Thinking	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).		

Social Emotional Learning	SELF-MANAGEMENT: <ul style="list-style-type: none">• Managing one’s emotions• Identifying and using stress-management strategies• Exhibiting self-discipline and self-motivation• Setting personal and collective goals• Using planning and organizational skills• Showing the courage to take initiative• Demonstrating personal and collective agency			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests• Provide notes when student request• Reduce project workload• Short summaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cues or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs• Use multiple approaches to accelerate learning within and outside of the school setting• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting• Use individualized learning options such as mentorships,

		<ul style="list-style-type: none"> • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 		internships, online courses, and independent study
--	--	--	--	--

Unit VI: Emergence of Modern America: Progressive Reforms 1890-1920 (5 Weeks)				
Core Ideas	<ul style="list-style-type: none"> • Social and political systems throughout time have promoted and denied civic virtues and democratic principles. • Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect citizens' rights. • Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. • Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost. 			
Essential Questions	<ul style="list-style-type: none"> • How can workers attain economic justice without violence? • To what extent did America fulfill the dreams of immigrants? Does it today? • What rights should workers enjoy? Do employers owe them anything? • How have the civil rights of specific groups such as women, blacks, and Native Americans been continually violated? • To what extent should the government protect workers and consumers from businessmen? • Can legislative compromises solve moral issues? • What were the range of responses to the influx of immigrants to the United States? • Why did machine politics become common in cities in the late 19th century and how were they perceived? • What factors account for the scope and speed of industrialization in the United States? • Were industrialists and big business leaders 'captains of industry' or 'robber barons'? 			
Enduring Understanding	New technologies (inventions, methodologies, and machinery) paved the way for industrial expansion. America was transformed from a primarily rural agrarian society to an industrial economy with many large metropolitan cities. Significant waves of immigration changed the United States, contributing to the "melting pot" concept of American society, and provided cheap labor for industry.			
Practice	Gathering and Evaluating Sources, Developing Claims and Using Evidence, Presenting Arguments and Explanations			
Performance Expectations	<ul style="list-style-type: none"> • Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. • Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period. • Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power. • Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone). 			

	<ul style="list-style-type: none"> Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups. Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Assess the extent to which the reasoning and evidence in a text support the author's claims. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a 6.1.12.GeoHE.6.a 6.1.12.GeoGM.6.a 6.1.12.EconEM.6.a 6.1.12.EconNE.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.d 6.1.12.HistoryCA.6.a 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 NJSLSA.R2 NJSLSA.R4 NJSLSA.R7 RH.9-10.3 RH.9-10.8 RH.9-10.10	<ul style="list-style-type: none"> Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement). Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. 	<ul style="list-style-type: none"> Comparative thematic analysis (e.g. Venn Diagram) of social issues, problems, and challenges in American Society from 1830s reform era, Reconstruction era, and Progressive era. (This will also assist students in considering and practicing the historical thinking skill of identifying continuity and change over time). 3 amendments after the Civil War (13th, 14th 15th) and 4 amendments to the Constitution during the Progressive era (16th, 17th, 18th 19th) addressed some of the , problems, and challenges in American Society And led to judicial and governmental change and protections. Students will be able to assess the issues, how change was accomplished, and how effective these reforms were. Students identify arguments for and against monopoly, free-trade and free-market capitalism, labor unions and collective bargaining, "right to work" states, and the proper extent of and need for government regulation. 	<ul style="list-style-type: none"> Textbook, videos, national archives database, primary sources, and New York Times. Continuity and change over time: Is there a new anti-monopoly movement and what happened to the last one? https://hbr.org/2017/12/the-rise-fall-and-rebirth-of-the-u-s-antitrust-movement https://www.upcounsel.com/right-to-work-states#right-to-work-statesx https://www.washingtonpost.com/news/made-by-history/wp/2018/04/24/the-right-to-work-really-means-the-right-to-work-for-less/

	<ul style="list-style-type: none"> • Determine how supply and demand influenced price and output during the Industrial Revolution. • Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. • Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period. • Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power. • Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone). • Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups. • Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas 		
--	--	--	--

	<ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently 		
Key Vocabulary	Muckrakers, municipal corruption, Imperialism, antitrust, Sherman Antitrust Act, antitrust law, monopoly Political Machine, Boss Tweed, Tammany Hall Grafts. Kickbacks Bribes Patronage Pendleton Act Civil Service Reform Thomas Nast Gilded Age, Robber Baron		
Evidence of Learning	<i>Students will be able to demonstrate their understanding through a variety of assessments including projects, essays, or multiple-choice test.</i>		
Interdisciplinary Connections	NJSLSA.R2 NJSLSA.R4 NJSLSA.R7 RH.9-10.3 RH.9-10.8 RH.9-10.10		
Diversity, Equity, & Inclusion	The discipline of history explores the full range of human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.		
Computer Science and Design Thinking	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).		

Social Emotional Learning	SOCIAL AWARENESS: <ul style="list-style-type: none">• Taking others’ perspectives• Recognizing strengths in others• Demonstrating empathy and compassion• Showing concern for the feelings of others• Understanding and expressing gratitude• Identifying diverse social norms, including unjust ones			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests• Provide notes when student request• Reduce project workload• Short summaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cues or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs• Use multiple approaches to accelerate learning within and outside of the school setting• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting

		<ul style="list-style-type: none"> • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 		<ul style="list-style-type: none"> • Use individualized learning options such as mentorships, internships, online courses, and independent study
--	--	--	--	---