



United States History I
July 2022

*This curriculum may be modified through varying techniques,
strategies, and materials as per an individual student's
Individualized Educational Plan (IEP)*

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	1: Being an Effective Social Studies Student
Time Frame	4 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

9.4 Life Literacies and Key Skills. This standard outline 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.

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

This unit will help high schoolers understand what will be expected of them as social studies students, specifically focusing on the NJSLS Social Studies Practices. This unit will also provide instruction on the reading and study skills necessary to be a successful scholar. Finally, teachers will provide students with instructions on how to best utilize the textbooks and supplemental resources available to them.

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions
7. Taking Informed Actions

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. What skills are necessary for a high school student to be successful in social studies?

Enduring Understandings

1. In order for high school students to be successful in social studies they must perform the following Social Studies Practices as defined by the NJSLs:
 - Develop Questions and Plan Inquiry
 - Gather and Evaluate Sources
 - Seek Diverse Perspectives
 - Develop Claims and Use Evidence
 - Present Arguments and Explanations
 - Engage in Civil Discourse and Critique Conclusions
 - Take Informed Action
2. Additionally, high school students should:
 - Read for meaning
 - Utilize the resources provided in the online textbook platform (review videos, note-taking, comprehension checks)
 - Take clear notes on relevant material
 - Think critically
 - Communicate effectively (both oral and written communication)
 - Analyze primary and secondary resources effectively
 - Ask meaningful questions
 - Make relevant connections
 - Complete assignments on time
 - Study diligently
 - Ask for help when they do not understand the material or experience challenges

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- Read a non-fiction text for meaning
- Take clear and meaningful notes
- Communicate effectively in written and oral form
- Utilize the online resources provided for the textbook and other supplemental resources
- Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- Evaluate media sources for point of view, bias, and motivations

- Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Assessments (Pre, Formative, Summative, Other)
an *

*Denote required common assessments with an **

Formative:

Note check

Textbook Tools Analysis

Summative:

Mini Quiz on textbook resources

Teaching and Learning Activities

<i>Activities</i>	<p>Introduction to the 7 Social Studies Practices identified by the NJSL in Social Studies</p> <p>Introduction to the textbook and its resources</p> <p>The teacher helps students access the supplementary textbook materials</p>
<i>Differentiation Strategies</i>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One: One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>

Resources

- AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition;* David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- Enriched Text:** *America: The Essential Learning Edition, Second Edition,* David Emory Shi, W.W. Norton and Company, 2018
- Regular Text:** *United States History and Geography;* Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- OCR Text:** *Pacemaker United States History, Fourth Edition,* Globe Fearon, Pearson, 2004
- District Databases
- Choices.edu
- [DBQ Project](#) (through [Classlink](#))
- Stanford History Education Group, Civic Online Reasoning, [Intro Lessons](#)
- [Social Studies Practices \(page 20-21\)](#)

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	2: Native Americans in North America (North America prior to 1492)
Time Frame	3 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – 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

9.4 Life Literacies and Key Skills. This standard outline 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.

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

In this unit, students will examine Native American culture groups from different regions and times. In addition, this unit also examines various Native American culture groups and how the climate, location, and physical surroundings affected their way of life.

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. What were some of the major groups of Native Americans in North America?
2. What were the value systems and cultural identities of the major Native American groups of North America?

Enduring Understandings

1. The Eastern Woodland Natives (i.e. Algonquins and Cherokee) the Iroquian speaking peoples: Seneca) the Southwest Pueblo Natives (i.e. Apache), the Great Plains Natives (i.e. Sioux) and the Southeastern Natives (i.e. Seminoles).
2. Prior to 1492, North America was inhabited by various Native tribes that each had their own unique social, economic and political structures that were impacted by their geographical location.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- Identify the major Native American tribes In North America
- Analyze the social, economic, and political structures of the major tribes that inhabited North America
- Identify the role geography played and natural resources played in developing the cultures and structures of each major tribe
- Compare the major North American tribes

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Pre:

- Informal check-in on content knowledge from the previous unit
- K-W-L Chart

Formative:

- Writing prompts on current events and connected topics
- Assessments on key terms and concepts from section
- Oral and online discussions and debates on concepts and events discussed throughout the sections

Summative:

- In-class unit assessment which assesses student knowledge of key concepts, ideas, and skills discussed in class, with application of content to a contemporary issue

Benchmark:DBQ*

Common Final Exam*

Alternative:

Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

<i>Activities</i>	Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis
<i>Differentiation Strategies</i>	Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● AP Text: <i>The American Pageant: A History of the American People, Seventeenth Edition, AP Edition</i>; David M. Kennedy and Lizabeth Cohen, Cengage, 2019 ● Enriched Text: <i>America: The Essential Learning Edition, Second Edition</i>, David Emory Shi, W.W. Norton and Company, 2018 ● Regular Text: <i>United States History and Geography</i>; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018 ● OCR Text: <i>PaceMaker United States History, Fourth Edition</i>, Globe Fearon, Pearson, 2004 ● District Databases ● DBQ Project <ul style="list-style-type: none"> ○ The Cahokians: What Do We Know? 	

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	3: Worlds Collide and the Development of British North America (1492-1763)
Time Frame	10 Days
Anchor Standards/Domain* in Base 10	*i.e: ELA: reading, writing i.e.: Math: Number and Operations

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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

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

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – 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

9.4 Life Literacies and Key Skills. This standard outline 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.

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

In this unit, students will analyze the methods and motivations for exploration and conquest that resulted in increased global interactions, differing trade patterns, colonization, and conflict among nations. Students will examine how colonization was inspired by the desire to access resources and markets, often at the expense of the indigenous culture, population, and environment. Additionally, students will trace how North American colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

***This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

***This unit includes instruction that fulfills the Holocaust Law: N.J.S.A. 18A:35-28**

Standard Number(s)

Social Studies Practices:

1. Developing Questions and Planning Inquiry

2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. What motivated various European peoples to migrate to North America and how did these motivations influence the development of the British colonies?
2. What political, social, and economic impact did migration and conquest have on the colonizers and Native Americans within North America?
3. How and why did indentured servitude and race based slavery emerge in the colonies? How did the treatment of these groups degrade these peoples?

Enduring Understandings

1. Colonists migrated for greater individual rights, economic opportunity, and/or religious freedoms; these motivations impacted the political, economic, and social identities of the British colonies.
2. The following are political, social, and economic impacts of exploration and conquest:
 - Exchange of ideas
 - Exchange of biological/natural resources
 - Creation of political and geographic boundaries
 - Establishment of new social hierarchies (e.g., race-based)
 - Extraction of resources and wealth-building (e.g., mercantilism)
 - Cultural assimilation
 - Genocide
 - Global trading system, globalization
3. The desire for wealth and personal gain, coupled with feelings of superiority, led to the development of indentured servitude and race-based slavery. Indentured servants and enslaved peoples were exploited and dehumanized.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- 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.
- Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade has on the New World's economy and society.
- Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre: KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

<i>Activities</i>	Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis
<i>Differentiation Strategies</i>	Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students

Resources

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition*; David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- DBQ Online (suggested resources):
 - Cabeza de Vaca: How Did He Survive?
 - Early Jamestown: Why Did So Many Colonists Die?
 - California Missions: How Did Native Americans Resist?

Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	4: The Beginnings of an American Identity (1754-1783)
Time Frame	12 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

In this unit, students will analyze how the war for independence resulted from growing ideological, political, geographic, economic, and religious tensions caused by Britain's centralization policies and practices. Additionally, students will examine how the continued tensions between Native Americans and the colonists impacted this growing conflict. After this unit, students will begin to trace the formation of American identity, despite prevalent sectional differences.

***This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

Standard Number(s)

Social Studies Practices:

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights)

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. What were the causes and effects of the French and Indian War? What impact did the French and Indian War have on creating tension and division between Great Britain and the North American colonists?
2. What social, political, ideological, and economic factors and events shaped the American independence movement and the eventual outbreak of the Revolutionary War?
3. What immediate impacts did the British defeat have on the newly formed American country and peoples?

Enduring Understandings

1. Competing desires for economic and political domination by the French and British, as well as the colonial desire to expand and control Native land and resources, caused the French and Indian War. The cost of the war, the anger of the colonists over the Proclamation of 1763, greater governmental oversight and taxes, and emerging ideals regarding democracy created tension and division among the colonies and Great Britain.

2. The following are social, political, ideological, and economic factors and events that shaped the American independence movement:
 - Salutory Neglect
 - Navigation Acts
 - Resentment over the Proclamation of 1763 and the inability to expand
 - Enlightenment and its impact on American leaders such as Franklin, Jefferson, and Paine
 - Lack of political representation and the desire for self-determination
 - Boston Massacre
 - Tax Acts and the colonial reactions to them (i.e Tea Party, Sons and Daughters of Liberty)
 - Declaration of Independence
 - Lexington and Concord

3. The immediate impacts of the British defeat included the provisions of the Treaty of Paris. In addition, the outcome of the war also had a profound impact on groups such as soldiers, women, Blacks, Natives, non-landowning males and landowning males, and Loyalists.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- 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.
- Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 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.
- Research multiple perspectives to explain the struggle to create an American identity.

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre: KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students</p>
<p>Resources</p>	
<ul style="list-style-type: none"> ● AP Text: <i>The American Pageant: A History of the American People, Seventeenth Edition, AP Edition</i>; David M. Kennedy and Lizabeth Cohen, Cengage, 2019 ● Enriched Text: <i>America: The Essential Learning Edition, Second Edition</i>, David Emory Shi, W.W. Norton and Company, 2018 ● Regular Text: <i>United States History and Geography</i>; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018 ● OCR Text: <i>Pacemaker United States History, Fourth Edition</i>, Globe Fearon, Pearson, 2004 ● District Databases ● Choices Program <ul style="list-style-type: none"> ○ The American Revolution: Experiences of Rebellion ○ Civics Lessons for Student Engagement ● DBQ Online: <ul style="list-style-type: none"> ○ How Revolutionary was the American Revolution? ○ Valley Forge: Would You Have Quit? ○ Was the Stamp Act Justified? 	

**Wayne School District
Curriculum Format**

<p>Content Area/ Grade Level/ Course:</p>	<p>Social Studies Grade 10 US History I</p>
<p>Unit Plan Title:</p>	<p>5: The Creation of America (1783-1791)</p>

Time Frame	18 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

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

9.4 Life Literacies and Key Skills. This standard outline 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.

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

In this unit, students will examine how the Constitutional Convention designed the United States Constitution and Bill of Rights to provide a framework for the American government system while also protecting individual rights.

***This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. What political, social and economic challenges did the new American republic face? How did the Articles of Confederation attempt to address these challenges?

2. How did the shortcomings of the Articles of Confederation lead to the creation of a new constitution? What were the competing interests and beliefs and how did they shape the formation of the new constitution at the Constitutional Convention?
3. What were the major debates surrounding the ratification of the Constitution? How were the concerns raised by Federalists and Anti-Federalists addressed thus allowing the Constitution to be ratified?
4. What are the contents of the Constitution and the Bill of Rights? (According to the Constitution, what are the three branches of government, what are they composed of and what roles and responsibilities do each have? What is the amendment process and why was it created? What rights are guaranteed in the Bill of Rights?)
5. What issues were left unresolved after the ratification of the Constitution and the Bill of Rights? How did these unresolved issues affect various groups of people both in Antebellum America, around the world and today?

Enduring Understandings

1. What political, social and economic challenges did the new American republic face? How did the Articles of Confederation attempt to address these challenges?

The newly formed America faced many challenges, such as:

- Deciding the type of government that the new country would establish
- Rebuilding the new nation and policies regarding expansion and boundaries of the new nation
- Establishing an economy and economic policies-taxes, currency, trade, industry, agriculture
- Internal strife (i.e. Shays's Rebellion and Loyalists)
- Legitimacy of the new nation and establishing foreign policies
- Who would be considered a participant in the new democratic nation?

The Articles of Confederation attempted to address the issues that the new nation faced by:

- Creating a confederacy and a limited central government
- Governance of the economy given to individual states
- Northwest Ordinance
- Southwest Ordinance

2. The federal government could not govern effectively because the Articles of Confederation granted individual states too much power, only had one branch of government, and could not address internal and external issues.

Competing interests and beliefs in regards to the creation of a new constitution included:

- Geographically big states vs. geographically small states
- States with a large population vs. states with a small population (Virginia Plan vs. NJ Plan)
- Supporters of a strong central government vs. supporters of strong state governments
- Northerners vs. Southerners and the question of slavery
- Urban population vs. rural population
- Industrialized society vs. agrarian society
- Question of who should participate in democracy

The shortcomings of the Articles of Confederation and competing interests and beliefs played a pivotal role in the creation of a new constitution. As a result of these shortcomings and competing interests and beliefs the Constitution included various compromises and a promise to include a Bill of Rights in an attempt to appease all parties.

3. What were the major debates surrounding the ratification of the Constitution? How were the concerns raised by Federalists and Anti-Federalists addressed thus allowing the Constitution to be ratified?

The major debates surrounding the ratification of the Constitution were:

- The fear of a strong central government
- Creating a democracy, but allowing slavery
- Participation in government (mobocracy)
- Concerns over power of the states that allowed slavery
- Fear that the individual rights of the people were not protected

The concerns raised by Federalists and Anti-Federalists were addressed through the creation of the Federalists Papers and the Bill of Rights.

4. The contents of the Constitution and the Bill of Rights include:

- Concurrent powers with a strong central government and enumerated roles
- Three branches of government with specific guidelines on what they were comprised of, who could hold positions of power, and what each branch could do
- Federalism, checks and balances, and separation of powers
- Great Compromise and how representation in the Legislative Branch was determined
- National Supremacy
- Elastic Clause
- Electoral College
- Three-Fifths Compromise
- The amendment process and the rights guaranteed within the amendments

5. The Constitution and the Bill of Rights helped to inspire worldwide revolutions and the spread of democratic ideals (i.e. French Revolution and Haitian Revolution).

Issues left unresolved included:

- Power of the federal government and questions over the elastic clause and the Tenth Amendment
- Slavery
- Role of women in the new republic
- Defining natural rights and the denial of natural rights to various peoples
- Conflicts with Native Americans

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- 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.
- 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.
- Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 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.
- 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).
- 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.
- Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre: KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence</p>

[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)

Resources

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition*; David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *PaceMaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- Choices Program
 - We the People: A New Nation
- DBQ Online
 - How Did the Constitution Guard Against Tyranny?
 - What Types of Citizen Does a Democracy Need?
 - The Ideals of the Declaration: Which Is Most Important?

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	6: The Early Republic (1788-1828; Presidents Washington- John Q. Adams)
Time Frame	18 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – 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

9.4 Life Literacies and Key Skills. This standard outline 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.

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

In this unit, students will examine how the early Republic sought to address the debates about individual rights, states' rights, and federal power, which shaped the development of the political institutions and practices of the new Republic.

***This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for

arguments explaining the reasons against them.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

6.1.12.CivicsPI.3.a: 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

6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. How did the early American government address America's emerging political, social, and economic issues?
2. How did technological advancements in transportation and communication alter the political, social and economic landscape of the U.S.? What impact did these changes have on the nation?

Enduring Understandings

1. The early American government addressed the emerging political, social, and economic issues through:
 - Hamilton's Economic Plan

- Formation of Political Parties
- Precedent for the President Stepping Down and the peaceful transfer of power
- Midnight Judges and the establishment of judicial review
- Expansion of borders (LA Purchase)
- Foreign Policy, the Alien and Sedition Acts, the War of 1812, and the Monroe Doctrine
- Missouri Compromise
- The American System
- The Corrupt Bargain

2. New technology, new modes of transportation, and new infrastructure transformed the economy of the country, resulting in greater connectivity and the spread of industrialization. These developments led to both the rise of nationalism and the subsequent amplification of sectionalism by those opposed to the modernization of America.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- 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.
- Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 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.
- 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.
- 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).
- 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.
- 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.
- 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.

- 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

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre: KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

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Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned*

Common Final Exam*

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Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students</p>

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- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- DBQ Online
 - A Case Study: How Did the Cotton Gin Shape Georgia's Economy?
 - The Louisiana Territory: Would You Have Supported the Purchase?
 - The Preamble and the Federal Budget: Are We Slicing the Pie Correctly?
 - Should Schools Be Allowed to Limit Students' Online Speech?
 - Search and Seizure: Did the Government Go Too Far?
 - Is the American Jury System Still a Good Idea?
 - Should Americans Be Required to Vote?
 - Campaign Propaganda: Which Strategies Would You Use?
 - Should the Electoral College Be Abolished?

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	7: The Age of Jackson and the Rise of Reform Movements (1828-1850)
Time Frame	16 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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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

9.4 Life Literacies and Key Skills. This standard outline 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.

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

In this unit, students will examine how Andrew Jackson’s presidency and his belief in the rights of the common man led him to enact policies and make decisions that led to unfair treatment and subsequent forced removal and death of native peoples. In this unit, students will also trace the origins of major social reform movements in the early nineteenth century and analyze their impact on society and politics.

***This unit includes instruction that fulfills the LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

***This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.3.a: 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.

6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).

6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by

considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850). **6.1.12.HistoryCA.3.b:** Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. How did the election of Andrew Jackson change American politics? What major policies and decisions did Jackson make as president, and how did they affect American society?
2. During the 1820's-1840's there were several reform movements in America. What were these reform movements, what inspired these reform movements, and what effects did they have on America?

Enduring Understandings

1. Jackson's election led to a sharp increase in the common man's political power and a drastic change in what citizens believed constituted a viable American political leader. Jackson believed that he should

enact policies that protected what he viewed as the common man and made several impactful decisions that altered American society. Some of these decisions and actions included and resulted in:

- Growth of political parties
- Destruction of Hamilton's Economic Plan, the Bank Wars
- Nullification crisis in South Carolina and the defense of the union
- Unfair treaties between the U.S. government and Native American tribes, removal of Native Americans, and the Trail of Tears
- Expanding Power of the Federal Government (Spoils system, frequent use of presidential vetoes, Supreme Court decisions (i.e. *McCulloch v. Maryland* and *Gibbons v. Ogden*))

2. The various reform movements included:

- Temperance
- Women
- Abolition
- Education
- Health

These aforementioned reform movements were inspired by several factors including the Second Great Awakening, the rise of the common man, and rugged individualism.

The reform movements resulted in progress towards guaranteeing human rights, greater sectionalism, improved education and health standards, and conflict over morality, democracy, and justice.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- 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.
- Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 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 influence party politics and shape 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.
- 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 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).
- 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).

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre: KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned*

Common Final Exam*

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate)</p>

Level of independence
[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)

Resources

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition*; David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- BOE Approved LGBT and Persons with Disabilities Lesson [Antebellum Reform Movements](#)
- District Databases
- Choices Program (suggested readings):
 - Westward Expansion: A New History
- DBQ Project:
 - How Free Were Free Blacks in the North?
 - What Was Harriet Tubman's Greatest Achievement?
 - Why Did Women Go to Work in New England Textile Mills?
 - How Democratic Was Andrew Jackson?
 - The Trail of Tears: Why Were the Cherokee Removed?
 - What Is the Main Reason Seminole Resistance Was So Strong?

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	8: Westward Expansion (1840-1850)
Time Frame	6 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the

American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – 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

9.4 Life Literacies and Key Skills. This standard outline 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.

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

In this unit, students will examine the political, social, and economic factors that caused American territorial expansion. In addition, students will identify how rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

*** This unit includes instruction that fulfills the Asian American and Pacific Islanders Law**

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.3.a: 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.

6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. What were the political, economic, and social motives behind Manifest Destiny and westward migration?
2. What political, economic, and social effects did Manifest Destiny and westward migration have on America?

Enduring Understandings

1. The political, economic, and social motives behind Manifest Destiny and westward migration included:
 - The desire to expand the continental U.S.
 - Resources and economic opportunity
 - Westernize and spread religion (Christianity) and American culture
2. The political, economic, and social effects of Manifest Destiny and westward migration included:
 - Increased arguments over slavery with the addition of new states and the balance of political power (popular sovereignty)
 - Industrialization and the growth of cities
 - The ease of growing cotton and the demand for it
 - Greater access to natural resources and new trading routes
 - Mexican-American War and expansion of foreign policy
 - Indian Removal, genocide, wars between Native Americans and Americans, and the beginning of the relocation of Native Americans into reservations
 - Gold Rush
 - Greater sectionalism
 - Immigration and the rise of xenophobia
 - Growth of new political parties
 - Continued arguments over whose rights would be protected under the government
 - Continued sectionalism

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- 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.
- Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal
- 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.
- 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).
- 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.

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre: KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned*

Common Final Exam*

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate</p>

Differentiated checklists and rubrics (if appropriate)
 Level of independence
[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)

Resources

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition*; David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *PaceMaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- Choices Program (suggested readings):
 - Immigration and the U.S. Policy Debate
- DBQ Project:
 - The California Gold Rush: A Personal Journal
 - Remembering the Alamo: A Personal Journal
 - Was the United States Justified in Going to War With Mexico?

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	9: Leadup to the Civil War (1850-1861)
Time Frame	8 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect

fundamental rights and core democratic values as productive citizens in local, national, and global communities.

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – 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

9.4 Life Literacies and Key Skills. This standard outline 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.

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

In this unit, students will examine how expansion and deepening regional divisions, debates over slavery, and other economic, cultural, and political issues contributed to the start of the Civil War.

***This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. How did the institution of slavery escalate sectionalism and cause the Civil War?

Enduring Understandings

1. The institution of slavery and the arguments over whether the country should continue to allow it resulted in the following:
 - Arguments over whether a state entering the union should be a slave state or free state and the push to get more land (Missouri Compromise, CA, the Wilmot Proviso, and the Compromise of 1850, the Ostend Manifesto, Kansas and Nebraska, popular sovereignty, Lincoln-Douglas Debates, and the Kansas-Nebraska Act)
 - The abolitionist movement and the reactions to it (*The Liberator*, *The North Star*, Fugitive Slave Act, *Uncle Tom's Cabin*, John Brown's raid, New England Emigrant Aid Company, Lecompton Constitution, and Bleeding Kansas)
 - Increased violence (caning of Charles Sumner, Fugitive Slave Act, John Brown's raid and his death)
 - Emergence and realignment of political parties (Whigs, Free-Soil Party, Republicans, Northern Democrats, Southern Democrats, Constitutional Union Party, and the Election of 1860)
 - Dred Scott Decision
 - South Carolina seceding from the Union, Buchanan's decision to allow secession, the failure of the Crittenden Compromise, and the attack on Fort Sumter

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 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).
- Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 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.
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states

Assessments (Pre, Formative, Summative, Other) assessments with an ****Denote required common*****Pre:** KWL Chart, Pre-test**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards**Summative:** Student Presentations, Essay or DBQ, Test**Benchmark:** DBQ**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned*

Common Final Exam*

Teaching and Learning Activities

<i>Activities</i>	Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking of items Review Games Video clip viewing Document Analysis
<i>Differentiation Strategies</i>	Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate

	Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
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Resources

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- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- Choices Program (suggested readings):
 - The Civil War and the Meaning of Liberty
- DBQ Project:
 - What Caused the Civil War?

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	10: Civil War and Reconstruction (1861-1877)
Time Frame	20 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – 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

9.4 Life Literacies and Key Skills. This standard outline 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.

[Reading and Writing Companion Anchor Standards](#)

Unit Summary

In this unit, students will analyze how the North's more significant workforce and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate enslaved peoples eventually led to the Union military victory over the Confederacy. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences. Finally, students will examine how even with the end of the Civil War, ongoing debates over new definitions of citizenship, particularly that of African Americans, women, and minorities, continued to persist during the Reconstruction period.

***This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Essential Question(s)

1. What factors led to the defeat of the Confederate States of America in the Civil War?
2. What political, economic, and social issues existed immediately following the Civil War? What were the competing plans to readmit states that seceded from the Union back into the United States of America?
3. What were the successes and failures of Reconstruction and what impact did they have?

Enduring Understandings

1. Geography, population, military tactics and strategies, economic factors, industrialization, and the progression of democratic ideals all played roles in the defeat of the Confederate States of America.
2. The following political, economic, and social issues were present immediately after the Civil War:
 - Political:
 - Admittance back into the Union
 - Question on how to deal with the leaders of the Confederate States of America
 - Question on what political rights and opportunities would the newly freed Blacks have under the law and how would these be protected
 - Question on what rights and opportunities would women have and how these would be protected under the law
 - Assassination of Lincoln and the issues created because of Johnson becoming President
 - The argument over states' rights vs. federal oversight
 - Economic:
 - Cost of physically rebuilding the Southern states
 - Establishing an economy in the South
 - Millions of newly freed peoples without jobs and limited economic opportunities
 - Soldiers without jobs
 - Adjusting to a non-war time activity
 - Social:
 - Rise of white supremacist groups and attempts to preserve the previous social structure of the South
 - The migration of Northerners south (carpetbaggers)

- Black Codes

3. The successes of Reconstruction included the following:

- Attempt to protect rights of men under the law: Passage of the Thirteenth, Fourteenth, Fifteenth Amendments
- Land 40 acres and a mule
- Political participation and election of Blacks to office during Radical Reconstruction
- Freedmen's Bureau and success in education including the Tuskegee Institute, Howard University, Fisk University and others established

The failures of Reconstruction included the following:

- Methods of suppressing voting rights for Blacks (Black Codes, poll tax, literacy test, grandfather clause, the rise of the KKK and intimidation from white supremacist groups at polling locations)
- Black Codes
- Slavery by another name (sharecropping, crop lien system, convict leasing, and tenant farming)
- Violence towards blacks
- Rollback and denial of rights following Radical Reconstruction
- Denial of women's rights
- Legal segregation- *Plessy v. Ferguson*
- Compromise of 1877 and the end of federal oversight and protections
- Long lasting legacy of denying opportunity and rights to minority groups
- Continued sectionalism
- Continued argument over the scope of states' rights
- Continued arguments over the interpretation of the Constitution

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' 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 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.

- 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.

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre: KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned*

Common Final Exam*

Teaching and Learning Activities

<i>Activities</i>	<p>Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking of items Review Games Video clip viewing Document Analysis</p>
<i>Differentiation Strategies</i>	<p>Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students</p>

Resources

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition*; David M. Kennedy and Lizabeth Cohen, Cengage, 2019
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- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- DBQ Online
 - The Battle of Gettysburg: Why Was It a Turning Point?
 - North or South: Who Killed Reconstruction?

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies Grade 10 US History I
Unit Plan Title:	11: Conquering of the Continent, the Gilded Age and the Progressive Era (1865-1919)
Time Frame	20 Days

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

New Jersey Student Learning Standards:

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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

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

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – 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

9.4 Life Literacies and Key Skills. This standard outline 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.

Unit Summary

In this unit, students will examine how technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. The Industrial Revolution and immigration profoundly impacted labor relations, urbanization, the environment, and cultural values, which created tensions between ethnic and social groups. Students will also analyze how progressive reform movements facilitated government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. Finally, students will examine how an expanding market for international trade promoted policies that resulted in America emerging as a world power.

***This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

***This unit includes instruction that fulfills the Holocaust Law: N.J.S.A. 18A:35-28**

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.Civics DP5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.

6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Progress Indicators- Reading and Writing Standards Grades 9-10

Essential Question(s)

1. What inspired people to continue migrating across the continent? What effects did migration across the North American continent and the end of the Civil War have on the West?
2. How did industrialization, economic policies, and unregulated business practices and labor systems impact U.S. society?
3. How did reformers attempt to address problems created by rapid industrialization, unregulated business practices, increased immigration, and the unfair treatment of various people?

Enduring Understandings

1. The hope for greater economic opportunity and freedom inspired people to move West. The continued migration of people across the North American continent led to changes in the region's economy, industrialization and continental connectivity, the rise of populism, and the continued destruction of Native American culture, the reservation system, and genocide.
2. Industrialization, economic policies, and unregulated business practices and labor systems impacted U.S. society in the following ways:
 - U.S. industry becomes globally dominant and monopolized- America becomes a world power
 - Promotion of entrepreneurship and creation of large scale corporations
 - Belief in Social Darwinism and the *Gospel of Wealth*, and their use in justifying social and economic status
 - Urbanization
 - Unsafe working conditions and exploitation of workers
 - Influx of immigrants, resulting in discrimination towards racial and ethnic groups
 - Manipulation of and destruction of the environment
3. Reformers attempted to address the problems created by rapid industrialization, unregulated business practices, increased immigration, and the unfair treatment of various people by:
 - Pushing for greater federal governmental regulation of businesses and their practices through the law
 - Starting organizations meant to further democracy and economic opportunity (i.e. unions, the NAACP, National American Women's Suffrage Association, etc.)
 - Pushing for increased rights and opportunities for women, including the Nineteenth Amendment
 - Attempts by religious institutions (i.e. YMCA, Salvation Army, orphanages) to address societal issues in urban areas
 - Creating laws protecting the environment and the creation of National Parks
 - Appealing to people's morality (the Temperance Movement, muckraking exposé in an attempt to address societal problems (i.e. Tarbell, Wells, Riis, Sinclair, Steffens, Addams, Kelley, Paul)

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

- Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 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.
- 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.
- 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 a 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.

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

Summative: Student Presentations, Essay or DBQ, Test

Benchmark: DBQ

Alternative: Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned*

Common Final Exam*

Teaching and Learning Activities

<i>Activities</i>	<p>Lecture</p> <p>Class & small group discussion</p> <p>Socratic Seminar</p> <p>Debate</p> <p>Grading/ranking of items</p> <p>Review Games</p> <p>Video clip viewing</p> <p>Document Analysis</p>
<i>Differentiation Strategies</i>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>

Resources

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- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004

- District Databases
- DBQ Online
 - How Violent was the Old West?
 - Was Andrew Carnegie a Hero?
 - What Is the Main Reason Seminole Resistance Was So Strong?
 - The Philanthropy of Andrew Carnegie: Did it Make Him a Hero?
 - Progressivism: Where Will You Put Your Million Dollars?
 - The Chinese Exclusion Acts: What Lessons Can Be Learned?

Supplemental Resources

Choices Program

- The American Revolution: Experiences of Rebellion
- Civics Lessons for Student Engagement
- The Civil War and the Meaning of Liberty
- Racial Slavery in the Americas: Resistance, Freedom and Legacies
- We the People: A New Nation
- Westward Expansion: A New History
- Immigration and the U.S. Policy Debate

DBQ Project

Document-Based Questions in American History

- How Revolutionary was the American Revolution?
- How Democratic Was Andrew Jackson?
- The California Gold Rush: A Personal Journal
- What Caused the Civil War?
- How Violent was the Old West?
- Was Andrew Carnegie a Hero?

Mini-Qs in US History - Original Volume 1

- Cabeza de Vaca: How Did He Survive?
- Early Jamestown: Why Did So Many Colonists Die?
- Valley Forge: Would You Have Quit?
- How Did the Constitution Guard Against Tyranny?
- How Free Were Free Blacks in the North?
- Remembering the Alamo: A Personal Journal
- Was the United States Justified in Going to War With Mexico?
- The California Gold Rush: A Personal Journal

- What Was Harriet Tubman's Greatest Achievement?
- The Battle of Gettysburg: Why Was It a Turning Point?
- North or South: Who Killed Reconstruction?

Mini-Qs in US History - NEW Volume 1

- The Cahokians: What Do We Know?
- Was the Stamp Act Justified?
- California Missions: How Did Native Americans Resist?
- How Revolutionary Was the American Revolution?
- A Case Study: How Did the Cotton Gin Shape Georgia's Economy?
- The Louisiana Territory: Would You Have Supported the Purchase?
- Why Did Women Go to Work in New England Textile Mills?
- How Democratic Was Andrew Jackson?
- The Trail of Tears: Why Were the Cherokee Removed?
- What Is the Main Reason Seminole Resistance Was So Strong?

Mini-Qs in US History - Original Volume 2

- The Chinese Exclusion Acts: What Lessons Can Be Learned?

Mini-Qs in US History - Original Volume 2

- North or South: Who Killed Reconstruction?
- The Long Drive: Will You Re-Up Next Year?
- The Philanthropy of Andrew Carnegie: Did it Make Him a Hero?
- Progressivism: Where Will You Put Your Million Dollars?

Mini-Qs in Civics

- What Types of Citizen Does a Democracy Need?

- The Ideals of the Declaration: Which Is Most Important?
- The Preamble and the Federal Budget: Are We Slicing the Pie Correctly?
- Should Schools Be Allowed to Limit Students' Online Speech?
- Search and Seizure: Did the Government Go Too Far?
- Is the American Jury System Still a Good Idea?
- Should Americans Be Required to Vote?
- Campaign Propaganda: Which Strategies Would You Use?
- Should the Electoral College Be Abolished?

LGBT + Persons with Disabilities Education Law and Topic

[Antebellum Reform Movements](#)

NJSLS- Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real-world issues. Inquiries incorporating questions from various social science disciplines build an understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of the information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives

	<p>assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p>
<p>Developing Claims and Using Evidence</p>	<p>Developing claims requires careful consideration of the evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p>
<p>Presenting Arguments and Explanations</p>	<p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in a civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>
<p>Engaging in Civil Discourse and Critiquing Conclusions</p>	<p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improve thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus</p>
<p>Taking Informed Action</p>	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategies to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.</p>