

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
HISTORY OF NEW JERSEY

History of New Jersey Curriculum Guide

Pacing Guide:

History of New Jersey is a half year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Chapter 1: Geography and Original Settlers of NJ (2-3 weeks)

Chapter 2: Trouble in the Jerseys (2-3 weeks)

Chapter 3: Slow Road to Independence (2-3 weeks)

Chapter 4: The World Turned Upside Down (4-5 weeks)

Chapter 5: The Fight to Survive (2-3 weeks)

Chapter 6: NJ Society Changes (2-3 weeks)

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<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology education, Engineering, Design, and Computational Thinking- Programming</p> <p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<p>8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning and career goals. 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and or social needs.</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age and identify their impact and how they may have changed to meet human needs and wants. 8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world</p> <p>9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market 9.1.12.A.8: Analyze different forms of currency and how currency is used to exchange goods and services 9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles. 9.1.12.D.12: Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets</p> <p>9.2.12.C.4: Analyze how economic and societal changes influence employment trends and future education</p>
<p>Career Ready Practices:</p>	<p>CRP1-Act as a responsible and contributing citizen and employee CRP4-Communicate clearly and effectively and with reason CRP7-Employ valid and reliable research strategies CRP8-Utilize critical thinking to make sense of problems and persevere in solving them CRP11-Use technology to enhance productivity</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work

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	<p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework 	<ul style="list-style-type: none"> • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> • Assist student with planning of assignments • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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CONTENT: History of NJ			
Theme: Geography and Original Settlers of NJ			
Essential Questions: Can the students identify important geographic locations in NJ? Can the students describe the original native New Jersey, the Lenape Indians? Can the students explain the reasons why New Holland and New Sweden fought over NJ?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> This theme examines the land of New Jersey formed as a result of a continental drift and active continental margin. The landscape of NJ is distinguished as mountain country, highlands, vital corridor, garden strip, Pine Barrens, and golden strand. The original people of NJ were part of the Lenape Indians who were known to live off the land. The original European Dutch settlers acquired the land from the Indians then competed with the Swedish for control. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Understand the geography of New Jersey. Understand the original native New Jersey, the Lenape Indians. Understand the battle for New Jersey between New Holland and New Sweden. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Quizzes Cumulative Tests Lecture and Note Taking Discussion Questions & Answers Presentations Marking Period Projects Internet/Library Research Cooperative/Collaborative Group Evaluations 	<p>Standards (NJSLs)</p> <p>6.1.12.B.1.a 6.1.12.C.1.b 6.2.12.C.1.c 6.1.12.D.1.a 6.2.12.D.3.e 6.3.12.A.2 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.5, 9.1.12.A.8 9.1.12.D.2, 9.1.12.D.12 9.2.12.C.4</p> <p>Career Ready Practice: CRP1,4,7,8,11</p>

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			<u>Time Frame:</u> 2 weeks
			<u>Materials:</u> Textbook - <i><u>New Jersey: A Mirror of America</u></i> Internet Resources & websites LCD Projector Practice Worksheets Supplementary Materials Teacher generated notes

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CONTENT: NJ History			
Theme: Trouble in the Jerseys			
Essential Questions: Can the students explain understand settlement of Albania? Can the students explain why the residents resisted England’s strict rules? Can the students explain the causes of the Revolution of 1672?		Can the students explain why NJ split and reunited? Can the students explain the difficulties of Governor Lewis Morris? Can the students explain the impact of the French and Indian War?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> This theme examines England took control of New Holland and renamed the land New York while also claiming land to the west “Albania” (future NJ). The residents of Albania resisted England’s authority over them mostly due to taxation. The Revolution of 1762 was interrupted by a brief takeover by the Dutch. William Penn of the Quakers negotiated to illegally purchased part of Albania (West NJ) from England (East NJ). The two NJs united to protest the strict rule of England. The first native Governor, Lewis Morris, tried to improve NJ, but the NJ Assembly made it difficult. The French and Indian War further complicated the relationship between NJ 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Understand settlement of Albania. Understand why the residents resisted England’s strict rules. Understand the causes of the Revolution of 1672. Understand the time of two NJs. The students will be able to understand why the two NJs united. Understand the difficulties of Governor Lewis Morris. Understand the impact of the French and Indian War. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Do Now Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Quizzes Cumulative Tests Lecture and Note Taking Discussion Questions & Answers Presentations Marking Period Projects Internet/Library Research Cooperative/Collaborative Group Evaluations 	Standards (NJSLs) 6.1.12 A.2.a, 6.1.12 A.2.b 6.1.12 A.2.c 6.1.12 A.2.e 6.1.12.B.2.a 6.1.12.C.2.a 6.1.12.D.2.a, 6.1.12.D.2.b 6.3.12.A.2 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1 21st Century Themes and Skills: 9.1.12.A.5, 9.1.12.A.8 9.1.12.D.2, 9.1.12.D.12 9.2.12.C.4 Career Ready Practices: CRP1,4,7,8,11

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residents and England.			<p><u>Time Frame:</u> 2 weeks</p> <p><u>Materials:</u> Textbook - <i><u>New Jersey: A Mirror of America</u></i> Internet Resources & websites LCD Projector Practice Worksheets Supplementary Materials Teacher generated notes</p>
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CONTENT: NJ History			
Theme: Slow Road to Independence			
Essential Questions: Can the students describe the rule of Royal Governor William Franklin? Can the students explain NJs participation in the Stamp Act Congress and the boycott of English goods?		Can the students explain why England’s Parliament continued their restrictions on NJ residents? Can the students describe William Franklin’s last stand as NJ governor?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> This theme examines how William Franklin, the last royal governor of NJ, was unexpectedly dictatorial to NJ residents. NJ representatives participated in the Stamp Act Congress and First Continental Congress while creating the Committee of Correspondence. England’s Parliament continued to control the decisions made by NJ politicians who led to violent resistance. Governor William Franklin was forcefully removed from office and NJ joined the cause for independence by creating the NJ State Constitution. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Understand the rule of Royal Governor William Franklin. Understand NJs participation in the Stamp Act Congress and the boycott of English goods. Understand how England’s Parliament continued their restrictions on NJ residents. Understand William Franklin’s last stand as NJ governor. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Do Now Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Quizzes Cumulative Tests Lecture and Note Taking Discussion Questions & Answers Presentations Marking Period Projects Internet/Library Research Cooperative/Collaborative Group Evaluations 	Standards (NJSLs) 6.1.12 A.2.a 6.1.12 A.2.b 6.1.12 A.2.c 6.1.12 A.2.e 6.1.12.B.2.a 6.1.12.C.2.a 6.1.12.D.2.a 6.1.12.D.2.b 6.3.12.A.2 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1 21st Century Themes and Skills: 9.1.12.A.5 9.1.12.A.8 9.1.12.D.2 9.1.12.D.12 9.2.12.C.4

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			<p><u>Career Ready Practice:</u> CRP1 CRP4 CRP7 CRP8 CRP11</p>
			<p><u>Time Frame:</u> 2 weeks</p>
			<p><u>Materials:</u> Textbook – <u>New Jersey: A Mirror of America</u> Internet Resources & websites LCD Projector Practice Worksheets Supplementary Materials Teacher generated notes</p>

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CONTENT: NJ History			
Theme: The World Turned Upside Down			
Essential Questions: Can the students explain NJs importance in the American Revolution?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> This theme examines how George Washington and the Continental Army lost numerous battles, including Fort Lee. British Generals William Howe and Charles Cornwallis became arrogant during the victories and capturing American General Charles Lee. A desperate Continental Army launched a victorious surprise attack at Trenton and Princeton then settled down in Morristown. The Battle of Fort Mercer was a disaster for the British and soon after General William Howe resigned. American guerilla fighting tactics were successful against the British as George Washington rallied the Continental Army at Monmouth. The British regrouped in New York as small skirmishes took 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Understand NJs important role in the American Revolution. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Quizzes Cumulative Tests Lecture and Note Taking Discussion Questions & Answers Presentations Marking Period Projects Internet/Library Research Cooperative/Collaborative Group Evaluations 	<p>Standards (NJSLs)</p> <p>6.1.12 A.2 6.1.12 A.3 6.1.12 A.4 6.1.12 A.5 6.1.12 A.6 6.1.12 A.7 6.1.12.A.15.b 6.1.12.D.16.c 6.2.12.C.6.a 6.3.12.A.2 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p>

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<p>place in NJ. The Continental Army in Morristown suffered through starvation and a lack of supplies during the worst recorded winter in NJ history. As the French join the fight, the residents of Springfield held off an attempted British invasion of Morristown while soldiers of the Continental Army attempted a mutiny. After the final victory at Yorktown, VA, NJ residents continued to fight based on British and American loyalties. George Washington marched through NJ to go back home.</p>			<p><u>21st Century Themes and Skills:</u> 9.1.12.A.5 9.1.12.A.8 9.1.12.D.2 9.1.12.D.12 9.2.12.C.4</p> <p><u>Career Ready Practice:</u> CRP1 CRP4 CRP7 CRP8 CRP11</p> <p><u>Time Frame:</u> 3 weeks</p> <p><u>Materials:</u> Textbook - <u>New Jersey: A Mirror of America</u> Internet Resources & websites LCD Projector Practice Worksheets Supplementary Materials Teacher generated notes The Star-Ledger Articles</p>
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CONTENT: NJ History			
Theme: The Fight to Survive			
Essential Questions: Can the students explain NJs contribution to the US Constitution? Can the students describe the importance of Passaic River Falls to the establishment of a manufacturing economy of the United States?		Can the students explain the progress of NJ transportation from roads to boats to railroads? Can the students describe the impact of NJ urbanization that led to the Panic of 1857?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> This theme examines how New Jersey struggled through an identity crisis due to industrialization and transportation. NJ representatives played a vital role at the Constitutional Convention in developing the US Constitution. Passaic River Falls (Paterson) became the center of the manufacturing economy of the United States. NJ improved its roads, bridges and ferry boats to assist the economy. The Morris Canal as well as the Delaware/Raritan Canal had competition from the upstart railroad industry. The economic Panic of 1857 caused a series of depressions in NJ. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Understand NJs contribution to the US Constitution. Understand the importance of Passaic River Falls to the establishment of a manufacturing economy of the United States. Understand the progress of NJ transportation from roads to boats to railroads. Understand the impact of NJ urbanization that led to the Panic of 1857. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Warm Up Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Quizzes Cumulative Tests Lecture and Note Taking Working with Partners Application Lesson Openers Poster Interpretations Discussion Questions & Answers 	Standards (NJSLS) 6.1.12 A.2 6.1.12 A.3 6.1.12 A.4 6.1.12 A.5 6.1.12 A.6 6.2.12.B.6 6.3.12.A.2 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1 21st Century Themes and Skills: 9.1.12.A.5 9.1.12.A.8 9.1.12.D.2 9.1.12.D.12 9.2.12.C.4 Career Ready Practice: CRP1,4,7,8,11

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			<u>Time Frame:</u> 2 weeks
			<u>Materials:</u> Textbook - <u>New Jersey: A Mirror of America</u> Internet Resources & websites LCD Projector Practice Worksheets Supplementary Materials Teacher generated notes

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CONTENT: NJ History			
Theme: NJ Society Changes			
Essential Questions: Can the students explain how NJ residents sought a better life through gender roles, education state constitutional changes and slavery? Can students describe the needs of northern NJ as opposed to the needs of southern NJ in the 1850s?		Can the students explain the role of NJ in the Civil War? Can the students describe the impact that the Civil War had on NJ?	
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> This theme examines how trial and error helped reshape the NJ Constitution to make a better life for NJ residents through experiences with “womanly arts”, newspapers, education, and slavery. NJ was a “mirror of America” as it struggled with the needs of northern NJ industries and the reliance of tourism and farming in the southern NJ towns. NJ was divided during the Civil War on the issue of slavery as there was support for both the Confederates and Union. The Civil War had a lasting impact in NJ. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Understand how trial and error helped reshape the NJ Constitution to make a better life for NJ residents. Understand how NJ was a “mirror of America”. Understand the impact that the Civil War had on NJ. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Warm Up Exercises Crossword Puzzle Classroom Exercises Independent Practice Homework Quizzes Cumulative Tests Lecture and Note Taking Working with Partners Application Lesson Openers Poster Interpretations Discussion Questions & Answers 	<p>Standards (NJSLS)</p> <p>6.1.12 A.2 6.1.12 A.3 6.1.12.A.3.f 6.1.12 A.4 6.1.12.A.4.c 6.1.12 A.5 6.1.12 A.6 6.1.12.B.4.a 6.1.12.C.4.a 6.1.12.D.4.a 6.2.12.B.6.a 6.3.12.A.2 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p>

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			<p><u>21st Century Themes and Skills:</u> 9.1.12.A.5 9.1.12.A.8 9.1.12.D.2 9.1.12.D.12 9.2.12.C.4</p> <p><u>Career Ready Practice:</u> CRP1 CRP4 CRP7 CRP8 CRP11</p> <p><u>Time Frame:</u> 2 weeks</p> <p><u>Materials:</u> Textbook - <u>New Jersey: A Mirror of America</u> Internet Resources & websites LCD Projector Practice Worksheets Supplementary Materials Teacher generated notes</p>
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