

**Randolph Township Schools
Randolph High School**

**American Studies: Immigration, Assimilation and Identity
Curriculum**

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Curriculum Developed
28 August 2013

Board Approved
10 September 2013

Randolph Township Schools
Department of Social Studies
American Studies: Immigration, Assimilation and Identity
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**Randolph Township Schools
Mission Statement**

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Randolph Township Schools
Affirmative Action Statement**

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessment. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Social Studies
AMERICAN STUDIES: IMMIGRATION, ASSIMILATION AND IDENTITY

Introduction

This course is a comprehensive study of the social economic and political developments of American society and its interaction with the world from 1600's to the present. America's blending of racial, ethnic and socio-economic groups has contributed to the formation of a truly unique society. Individuals, groups and institutions have often struggled to assimilate into mainstream society, thus speaking to a more universal search for acceptance and equality. Their experiences have impacted American society and the world. To help students understand the breadth and relevance of these experiences, this course will be guided by the New Jersey Core Content Standards in the Social Studies, the Common Core Standards for Literacy in History/Social Studies, and the standards and goals established by the Randolph Township Board of Education.

This program will, where applicable, integrate and infuse examples of cultural diffusion and global interactions. The course will include a balance of how influences from Europe, Asia, Africa, the Americas, and the Middle East have helped shape a unique American culture. This program will also integrate and infuse information on New Jersey history, Holocaust studies, and social studies oriented vocations into the course of study as mandated by the New Jersey Department of Education.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
American Studies: Immigration, Assimilation and Identity

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
9 weeks	I	Global Connections
9 weeks	II	Epic Struggles
9 weeks	III	Social Justice
9 weeks	IV	Cultural Contributions/Human Achievements

RANDOLPH TOWNSHIP SCHOOL DISTRICT
American Studies: Immigration, Assimilation and Identity
UNIT I: Global Connections

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
Political, economic, social, and religious developments throughout the world led to global cultural interaction.		<ul style="list-style-type: none"> • What happens when different peoples and cultures come into contact for the first time? • What changes result when different cultures interact?
Cultural diffusion resulting from global interaction resulted in mixed consequences on people throughout the world.		<ul style="list-style-type: none"> • How do global connections have both a negative and positive effects?
Global interaction has led to political, military, and economic conflict that has caused enslavement, migration and immigration.		<ul style="list-style-type: none"> • How do people react to conquest and outside influence?
Interactions between cultures had mixed consequences: increased trade, wealth, the growth of the slave trade, population changes, and transformation of cultures.		<ul style="list-style-type: none"> • Why have people throughout history been willing to enslave others?
Political, economic and social factors lead individuals and groups to leave their native lands and seek stability, security and protection.		<ul style="list-style-type: none"> • What changes result when individuals and/or groups are pushed from their country and/or drawn to another?
People who migrate are often forced to adapt to new and different lifestyles, which result in cultural changes.		<ul style="list-style-type: none"> • How do people react to drastic demographic changes?
Cultural achievements lead some individuals and groups to believe they are superior to others.		<ul style="list-style-type: none"> • What expectations and prejudices do people have towards one another? • How do differences between people influence their interaction and relationship?
KNOWLEDGE	SKILLS	CCS/NJCCCS
<p>Students will know:</p> <p>European exploration and colonization led to the development of an American nation and altered cultural evolution around the world.</p> <p>The Colombian Exchange, global slave trade and commercial revolution impacted global economic and social development.</p> <p>Individual and government policies of accepting and embracing diversity resulted in the survival, evolution and revival of indigenous cultures.</p> <p>Cultural diffusion can be unintentional and results from trade, conflict, technology and mass communication.</p>	<p>Students will be able to:</p> <p>Explain the impact of European exploration and colonization around the world.</p> <p>Assess the impact of the Colombian Exchange.</p> <p>Evaluate the consequences of the Atlantic Slave Trade.</p> <p>Explain the economic development during the Commercial Revolution.</p> <p>Assess the reaction of non-European peoples to western colonization of North America.</p>	<p>R.CCR.2 R.CCR.6</p> <p>WHST.11-12.4 WHST.11-12.5 WHST.11-12.9</p> <p>RH.11-12.2 RH.11-12.4 RH.11-12.9 RH.11-12.10</p> <p>6.1.12.C.1.b 6.1.12.D.2.a</p>

<p>Culture clashes can result from accessibility and need of resources, trade, conflict, technology and mass communication.</p> <p>Empires, countries and people engage in conquest to increase their power, influence and wealth.</p> <p>At different times in United States history certain socio-economic, ethnic, racial, gender and religious groups were considered minorities.</p> <p>Groups were assimilated into the American mainstream differently based on factors such as religion, language and skin color.</p> <p>The “salad bowl” and “melting pot” are important theories in understanding the impact and degree of immigration and assimilation on American society.</p> <p>The driving forces behind human movement, such as push and pull factors, impact American society and the world. Push factors include political, social, economic, cultural and religious changes within country of origin. Pull factors include enticements such as political, social, economic, cultural and religious opportunities and stability.</p> <p>Demographic changes in the United States affect economic, political and social opportunities.</p>	<p>Explain how mercantilism, balance of trade and capitalism developed as a result of global connections.</p> <p>Identify the origin and role of slavery and its impact on American society.</p> <p>Describe the connections among industrialization, immigration and urbanization, and then predict how these forces will interact both in the United States and overseas.</p> <p>Debate the process of assimilation as it applies to Nativism and immigration.</p> <p>Debate the theories of the “melting pot” and “salad bowl” as they apply to immigration.</p> <p>Appreciate why groups maintain some vestiges of their culture rather than becoming part of a homogenized mainstream.</p> <p>Evaluate the push and pull theories as it applies to immigration and migration.</p> <p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding the global interaction.</p> <p>Interpret shifting ethical, intellectual, moral, political and social trends in historical literature.</p> <p>Demonstrate proficiency in historical writing through planning, revising, editing, trying new approaches to address specific purposes and audiences.</p> <p>Cite and evaluate textual evidence.</p> <p>Determine central ideas of primary and secondary sources.</p>	<p>6.1.12.D.2.c 6.1.12.A.3.h 6.1.12.D.3.b 6.1.12.C.8.a</p> <p>6.2.12.B.1.a 6.2.12.A.2.a 6.2.12.B.6.a</p> <p>6.3.12.B.1</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
American Studies: Immigration, Assimilation and Identity

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 weeks	Unit I – Global Connections	<p>Video: Slave Ship http://player.discoveryeducation.com/index.cfm?guidAssetId=CF562AE1-9660-45AF-B11B-A8DF2C45D3F5&blnFromSearch=1&productcode=US</p> <p>Video: Revolt Aboard the <i>Amistad</i> http://player.discoveryeducation.com/index.cfm?guidAssetId=53038435-A584-4709-881B-A6393C040BA9&blnFromSearch=1&productcode=US</p> <p>The DBQ Project: <i>What Drove the Sugar Trade?</i></p> <p>Alfred W. Crosby, Jr. <i>The Columbian Exchange</i>. Praeger Publishers, 2003.</p> <p>Bartolome De Las Casas. <i>In Defense of the Indians</i>. Northern Illinois University Press, 1992.</p> <p>Race-The Power of Illusion: PBS & Ford Foundation http://www.pbs.org/race/000_General/000_00-Home.htm</p> <p>J.H.Franklin, <i>From Slavery to Freedom</i></p> <p>J.H.Franklin, <i>Reconstruction After the Civil War</i></p> <p>J.Higham, <i>Strangers in the Land: Patterns of American Nativism, 1860-1925</i></p> <p>Steven Crane, <i>Maggie, Girl of the Streets</i></p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
American Studies: Immigration, Assimilation and Identity
UNIT II: Epic Struggles

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
Religious groups fighting for freedoms and opportunities came in conflict with the religious majority, which often led to influence, alienation and struggle.		<ul style="list-style-type: none"> How might religious differences and prejudice exacerbate conflicts?
Religious conformity can be both a unifying and divisive force yet create challenges to authority and conformity within a given community.		<ul style="list-style-type: none"> How do religious majorities influence and maintain order within societies?
Slavery in America was a global institution that altered the political, economic and social conditions of the world and led governments to question the principles of democracy and equality.		<ul style="list-style-type: none"> When do political, economic and social needs outstrip morality and what are the consequences of these decisions?
Economic conditions such as the shortage of labor, and the global commercial revolution led to the Atlantic Slave Trade and introduction of global slavery.		<ul style="list-style-type: none"> Why have people throughout history been willing to enslave others?
Limited quantities of resources lead to an unequal distribution among groups and individuals thus leading to conflict.		<ul style="list-style-type: none"> How can land and resources be shared by different peoples?
Technological, economic and political changes created greater interaction and more economic diversity between regions of the world, which leads to internal and external conflicts.		<ul style="list-style-type: none"> What factors will continue to impact global interactions in a technologically, economically and politically changing world?
The restriction of equality and justice to selected groups and individuals led to legislative and judicial reforms within some societies and/or the overthrow of unjust societies.		<ul style="list-style-type: none"> Why would individuals and groups be willing to risk their lives for freedom and rights?
Political, economic and social inequality in American society could lead groups to struggle for justice through self-advocacy, civil disobedience, protests, and violence.		<ul style="list-style-type: none"> What factors contribute to struggle for universal and individual rights?
The effective use of boycotts, protests and armed rebellion could lead to social and political changes within a nation.		<ul style="list-style-type: none"> Why are some social movements successful while others are not?
KNOWLEDGE	SKILLS	CCS/NJCCCS
<p>Students will know:</p> <p>Religion can be a dominant influential force in the lives of people and how they associate with others.</p> <p>The religious experience in early America was influenced heavily by the Puritan experience and Protestant sects.</p> <p>Non-Protestant religious groups were often seen as minority groups and experienced economic, political and social challenges in American society.</p>	<p>Students will be able to:</p> <p>Examine how the principles of tolerance and equality played a role in the establishment of America.</p> <p>Evaluate the ways religion, politics and social equality can lead to intolerance tolerance.</p> <p>Identify the social, political and economic reformers in American and their effects on people’s lives.</p>	<p>R.CCR.2 R.CCR.6</p> <p>WHST.11-12.4 WHST.11-12.5 WHST.11-12.9</p> <p>RH.11-12.1 RH.11-12.6 RH.11-12.8 RH.11-12.10</p>

<p>Groups and individuals competed for factors of production such as limited land, labor and capital. Competition resulted in discriminatory policies that targeted particular groups at particular time periods in American history.</p> <p>Legislative measures such as slavery, De Jure segregation, Jim Crow Laws, Black Codes, Chinese Exclusion Act, Gentleman’s agreement, Indian Removal Act, were enacted by the United States government targeting minority groups which led to struggle for equality and justice.</p> <p>United States Supreme Court decisions, such as <i>Worchester v. Georgia</i>, <i>Plessey v. Ferguson</i>, <i>Schneck v. US</i>, and <i>Korematsu v. US</i>, targeted minority groups and contributed to the struggle for equality and justice.</p> <p>Segregation and discrimination impact American society and the way people interact.</p> <p>Groups and individuals in American society have personally experienced inequality, discrimination and prejudice and used a variety of tactics to overcome seemingly insurmountable opposition to secure their rights and opportunities.</p>	<p>Evaluate the impact of United States policies on how individuals interacted with each other concerning factors of production.</p> <p>Evaluate the impact of legislation and tradition on different socio-economic groups and their interactions with each other.</p> <p>Read and analyze Supreme Court cases and cite textual evidence, determine central ideas and evaluate textual evidence in relation to their impact on American Society.</p> <p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding epic struggles.</p> <p>Evaluate the effectiveness of various methods used by groups and individuals to secure their rights and equality.</p> <p>Demonstrate proficiency in historical writing through planning, revising, editing, trying new approaches. Addressing specific purposes and audiences.</p> <p>Use historical literature to identify and interpret shifting ethical, intellectual, moral, political and social trends.</p> <p>Analyze primary sources such as Karl Marx’s “Religion is the opium of the masses.”</p> <p>Cite textual evidence, determine central ideas of primary and secondary sources, and evaluate textual evidence.</p>	<p>6.1.12.A.2.e 6.1.12.C.3.b 6.1.12.A.4.b 6.1.12.D.8.a 6.1.12.D.14.d 6.2.12.A.3.c 6.2.12.A.3.f</p> <p>6.3.12.A.1 6.3.12.D.1</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
American Studies: Immigration, Assimilation and Identity

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 weeks	Unit II – Epic Struggles	<p>Martin Luther’s Ninety-Five Theses</p> <p>The DBQ Project: What was the Most Important Consequence of the Printing Press?</p> <p>Video: Protestant Reformation http://player.discoveryeducation.com/index.cfm?guidAssetId=E890C63F-12BD-4C6F-AE36-DD598D341D97&blnFromSearch=1&productcode=US</p> <p>John Winthrop, “Sinners in the Hands of an Angry God”</p> <p>Massachusetts School Law/ “Ye Olde Satan Deluder Act”</p> <p>Karl Marx, <i>A Contribution to the Critique of Hegel's Philosophy of Right</i></p> <p><i>Worcester v. Georgia 1832</i></p> <p>Dred Scott Decision</p> <p><i>Plessy v. Ferguson</i></p> <p>Black Codes/Jim Crow Laws</p> <p><i>Schneck v. US</i></p> <p><i>Korematsu v. US 1944</i></p> <p>H.Raboniowitz (ed), <i>Southern Black Leaders of the Reconstruction Era</i></p>

		D.Brown, <i>Bury My Heart at Wounded Knee</i> The Equal Rights Amendment Betty Friedan, <i>The Feminine Mystique</i> Ellis Island: The Immigrant Experience: http://www.ellisland.org/Immexp/index.asp
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
American Studies: Immigration, Assimilation and Identity
UNIT III: Social Justice

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
Social movements made up of divergent groups often use various methods to achieve their common goals, political and social aims.	<ul style="list-style-type: none"> • Why do some social movements succeed while others fail? 	
Revolutions take place when social, political and economic needs of individuals and groups of people are not met.	<ul style="list-style-type: none"> • When is it the duty and obligation of citizens to abolish or alter an unjust government? 	
The role of governments and institutions has changed and evolved over time as people have advocated for political, social and economic reform and expansion of rights.	<ul style="list-style-type: none"> • How should the role of governments/institutions change in order to ensure and protect the rights of people in an evolving society? 	
Grassroots movements and advocates for reforms attempt to address social, economic and political problems confronting the nation and individual groups.	<ul style="list-style-type: none"> • How do citizens effectively create change? • What tends to stimulate reform movements? 	
Through questioning the established government, religious revivalism and enlightened thinking expose needed areas of reform.	<ul style="list-style-type: none"> • How and why do social movements originate and sustain themselves over time? 	
KNOWLEDGE	SKILLS	CCS/NJCCCS
<p>Students will know:</p> <p>Social, political and economic movements are driven by civil unrest.</p> <p>Individuals and groups seek to achieve social justice due to class conflict, economic instability, poverty, and political disenfranchisement.</p> <p>Institutions are mobilized by individuals in an effort to create justice and equality. Religious organizations; political action groups; media; sports and entertainment industries; education and social networking helped to generate changes in American society.</p> <p>Institutions can be either catalysts or barriers for social justice.</p> <p>The impact of individual grassroots movements altered the social, economic and political structure of American society.</p> <p>Individuals cause social change through their actions and attitudes.</p>	<p>Students will be able to:</p> <p>Analyze the causes of social, political and economic movements.</p> <p>Evaluate the progress and limits of the Civil Rights Movement and its connection to modern American society.</p> <p>Evaluate the role of institutions in social movements and their effects on American society.</p> <p>Evaluate the role of media in political and social movements.</p> <p>Summarize the arguments, motives and strategies used of proponents and opponents of social movements.</p> <p>Analyze the impact of various groups and individuals on the social, economic and political structure of American society.</p> <p>Categorize how individuals, grassroots organizations and groups</p>	<p>R.CCR.2 R.CCR.6</p> <p>WHST.11-12.4 WHST.11-12.5 WHST.11-12.9</p> <p>RH.11-12.1 RH.11-12.6 RH.11-12.9 RH.11-12.10</p> <p>6.1.12.A.2.e 6.1.12.D.2.d 6.1.12.A.3.g 6.1.12.A.4.b 6.1.12.C.6.c 6.1.12.D.6.c 6.1.12.D.11.c 6.1.12.D.13.c 6.1.12.D.13.b</p>

<p>Individuals and groups are inspired by the attitudes and actions of others to alter contemporary American society.</p> <p>Divergent philosophies and social agendas were used to mobilize efforts to achieve their political ends: Native American rights, Civil Rights Movement, Women’s Rights Movement, and workers’ rights.</p>	<p>fought for equality and analyze the effectiveness their methodology of bringing about change in American society.</p> <p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding social justice.</p> <p>Develop, in writing, a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details and quotations for a specific purpose and audience.</p> <p>Use historical literature to identify and interpret shifting ethical, intellectual, moral, political and social trends.</p> <p>Evaluate textual evidence and determine central ideas in opinions and abstracts of Supreme Court cases.</p> <p>Cite and evaluate textual evidence to support analysis of what the text of a primary source reveals explicitly as well as inferences drawn from the text.</p> <p>Analyze in detail how a complex primary secondary source is structured and how that contributes to an understanding of the text as a whole.</p>	<p>6.1.12.D.14.d 6.2.12.A.3.c 6.2.12.A.3.f 6.3.12.A.1 6.3.12.D.1</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
American Studies: Immigration, Assimilation and Identity

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 weeks	Unit III – Social Justice	<p>We the people: the citizen and the Constitution Center for Civic Education – 1999</p> <p>iCivics Website - Lessons, Games, etc.</p> <p>PBS: African American World: Civil Rights Era Content about the Civil Rights Era (full timeline spans centuries).</p> <p><i>Brown v. Board of Ed</i></p> <p><i>Tinker v. Des Moines</i></p> <p><i>Miranda v. Arizona</i></p> <p><i>Engel v. Vitale</i></p> <p>B.T.Washington, <i>Up From Slavery</i></p> <p>W.E.DuBois, <i>The Souls of Black Folks</i></p> <p>E.Flexner, <i>Century of Struggle: The Women’s Rights Movement in the US</i></p> <p>Langston Hughes, “The Negro Speaks of Rivers”</p> <p>Langston Hughes speaking about “The Negro Speaks of Rivers”: http://www.poets.org/viewmedia.php/prmMID/15722</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
American Studies: Immigration, Assimilation and Identity
UNIT IV: Cultural Connections/Human Achievements

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
Political, economic, social and cultural factors lead to the development of modernity and helps to sustained cultural connection and human achievements on a global scale.		<ul style="list-style-type: none"> • What makes a culture great?
Artists, writers, thinkers and architects reflect the values of a given society at a given time.		<ul style="list-style-type: none"> • Does art reflect society or does society reflect art?
The cultural diffusion that occurred among the indigenous peoples of the world greatly influenced the development of North America.		<ul style="list-style-type: none"> • How do cultural values and ideas spread?
Social, economic and political norms and values help determine and dictate which outside cultural values will be accepted.		<ul style="list-style-type: none"> • Why are certain values embraced and others rejected?
The incorporation of cultural values, foods, music, styles and language by large groups or influential individuals on mainstream society help to contribute to unique and diverse communities.		<ul style="list-style-type: none"> • How can a counterculture become mainstream culture? • Why are certain cultural contributions considered achievements while others are questioned?
KNOWLEDGE	SKILLS	CCS/NJCCCS
<p>Students will know:</p> <p>Individual and government policies of accepting and embracing diversity resulted in the survival, evolution and revival of cultures.</p> <p>Artists, writers, innovators, architects and their work reflected the values and norms of American society at a given time.</p> <p>Technology is instrumental in spreading ideas and values.</p> <p>Cultural diffusion created unique American cultures and countercultures.</p> <p>Economic philosophies and theories such as mercantilism, capitalism, socialism and communism emerged and impacted cultures of people in America and around the world.</p>	<p>Students will be able to:</p> <p>Evaluate an author’s premises, claims and evidence by corroborating them with other information.</p> <p>Explain how and why the concept of cultural diffusion occurs.</p> <p>Predict the evolving status of outlier groups.</p> <p>Justify the positive and negative impact of the advancement of technology on people’s lives.</p> <p>Generate and informed analysis of how media such as radio, television, internet and social media reflect values and challenge existing norms.</p> <p>Identify the changing economic theories of capitalism, socialism and communism.</p> <p>Investigate “the state of the world in relation to key events and patterns.” (H.H. Jacobs)</p>	<p>R.CCR.2 R.CCR.6</p> <p>WHST.11-12.4 WHST.11-12.5 WHST.11-12.9</p> <p>RH.11-12.7 RH.11-12.9 RH.11-12.10</p> <p>6.1.12.D.3.e 6.1.12.D.8.b 6.1.12.D.14.e 6.1.12.D.14.f 6.1.12.D.16.a 6.1.12.D.16.b 6.2.12.D.4.k 6.2.12.D.5.c 6.2.12.D.6.a</p> <p>6.3.12.B.1</p>

<p>Certain economic conditions such as mercantilism, capitalism, and communism resulted in human movement and interactions that shapes human achievement.</p> <p>Countercultures challenged mainstream norms and values through music, art, and literature and became incorporated into American society.</p>	<p>Explain the impact of economic theories such as capitalism, socialism and communism on human achievement.</p> <p>Envision how communities will evolve based on historical precedent and social trends.</p> <p>Evaluate the role of technology in perpetuating culture and influencing culture both now and in the future.</p> <p>Summarize the impact of the counterculture on art, fashion, music and mainstream attitudes.</p> <p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding human achievements.</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain</p>	<p>6.3.12.C.1</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
American Studies: Immigration, Assimilation and Identity

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 weeks	Unit IV – Cultural Connections/Human Achievements	<p>Video: Living During the Industrial Revolution http://player.discoveryeducation.com/index.cfm?guidAssetId=B0E70FC4-542F-47C3-80DA-8084560C76E3&blnFromSearch=1&productcode=US</p> <p>Video: The Industrial Revolution http://player.discoveryeducation.com/index.cfm?guidAssetId=81034C72-3034-47E6-9924-3E1E18C3CCA6&blnFromSearch=1&productcode=US</p> <p><i>The DBQ Project: Female Mill Workers in England and Japan: How Similar Were Their Experiences?</i></p> <p>Joshua Zeitz, <i>Flapper, Women Who Made American Modern</i></p> <p>David Halberstam: <i>The Fifties</i> (6 part video series)</p> <p>Charles C. Mann, <i>1491: New Revelations of the Americas Before Columbus</i></p> <p>Time-Life Video: <i>The History of Rock n' Roll</i> 2004</p> <p>Alan Bisbort: <i>Beatniks: A Guide to an American Subculture (Guides to Subcultures and Countercultures)</i> ISBN-10: 0313365741</p> <p>George Orwell, <i>Animal Farm</i></p> <p>Jack Kerouac, <i>On the Road</i></p> <p>www.IZZIT.org</p>

Appendix A - Resources:

The Americans, McDougal-Littell, © 2009, ISBN-10:0-618-94377-3
American Stories, Primary Source Library DVD, ISBN-0-618-72167-3
United States History, Primary Source CD-ROM, ISBN-10:0-03-041932-8
African American Biographies, McDougal Littell, ISBN-13:978-0-618-83257-6
Hispanic American Biographies, McDougal Littell, ISBN-13:978-0-618-80344-6
Native American Biographies, McDougal Littell, ISBN-13:978-0-618-80345-3
Document Based Activities for World History ISBN-9780030938221
Read Like a Historian Tool Kit, ISBN-9780030938252
Chapter Resource Files CD ROM, ISBN-9780030938368
Primary Source Library CD ROM, ISBN-9780030419324
Interactive Skills Tutor CD ROM, ISBN-9780030419331
Listening to History audio CD ROM, ISBN-9780030938351
Supreme Court Drama: Cases that Changed America, American Multicultural Publications, © 2013, ISBN-13:9780787648770
Seeds of the Sixties, PBS, DVD series © 1991
Discovery Education 2013: <http://app.discoveryeducation.com/>
PBS 2013: <http://www.pbs.org/>
SAFARI Montage\SAFARI Montage Media Player\