

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: United States History I

Born on: August, 2014
Previous Revision: July, 2020
Current Revision: July, 2023
Board Approval: 8/28/23

UNITED STATES HISTORY I: Course Description

The United States History I course focuses on the growth of the United States from early exploration and settlement to the late 19th century using a multi-faceted approach that focuses on the economic, cultural, political, and sociological development of the United States from colonies to a new nation and beyond. The course will explore key concepts, events, personalities, and the domestic and foreign policy of the history of the United States for this time period. In addition to the content knowledge and skills, this course will emphasize critical thinking, interpretation, analysis, and historiography in the study of the United States. The course will identify interdisciplinary connections, utilize technology, and provide authentic problems to solve to provide students with a challenging environment that will prepare them for the 21st century world. Ultimately, Students will develop the factual knowledge and analytical skills necessary to evaluate different interpretations of United States history and create their own understanding of it.

Student Outcomes:

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of assistance to students in understanding their society and in becoming productive members of the American community. Students will be able to:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them
- Evaluate evidence from primary and secondary sources
- Develop and practice debating skills
- Write a valid Document Based Essay
- Continue to develop research skills through the use of electronic sources, such as scholarly articles from online databases
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Analyze and evaluate historical patterns of continuity and change over time
- Identify, analyze and synthesize information on maps, charts, graphs, photos, etc.
- Analyze cartoons as a means of expressing viewpoints
- Comprehend and understand historical chronology and timelines

Interdisciplinary Connections

Teachers will combine, integrate and infuse disciplines as needed. ELA reading, writing, speaking and listening assignments are infused throughout the curriculum to develop basic reading and comprehension skills. Other suggestions for interdisciplinary connections:

- Career Transition
- Mathematics and Business can be combined with economic units
- Science can be combined with discussion of climate change

- Art, music and literature will be called upon to supplement what is learned in history and develop cross curricular development
- The teacher will work with the library media specialist on various research units

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/ modifications are found at the end of the document.

Amistad/Holocaust/LGBTQ+/Climate Change/AAPI/DEI Connections

Amistad Connection:

In US History 1, the story of slavery is a main component of the history of this period beginning with the early exploration and settlement of the Americas by Europeans, the enslavement first of Native American and later Africans. As the English colonies are settled, the course covers the transition from Indentured Servitude to Chattel Slavery. Slavery is covered through the colonial period and later into the Revolution where we study how the war and its aftermath affect the institution. Post Revolution traces the increased reliance on slave labor due to the growth of the cotton industry and the cotton gin, the growing divisions between North and South, abolitionism and ultimately the Civil War and Reconstruction.

Holocaust Connections:

The Holocaust Connection in US History 1 is the story of Native American peoples who were the first inhabitants on the continent and had established long histories in the Americas before any European. US1 traces the early relationships between European settlers and the American Indians and explores the trade arrangements as well as the conflicts between the two sides. However, after the French and Indian War, the relationship became challenging and at times violent. For the American Indians, the story is one of hardship, genocide, and removal. These are constant themes throughout the 1700s and 1800s.

LGBT/Disabilities:

Curriculum shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place as part of the district's implementation of the New Jersey Student Learning Standards. The contributions of people whom we may now identify as LGBTQ+ and persons with disabilities are integral and central to how we conceptualize our national history. In the beginning of the US I curriculum, the concept of Two Spirit people can be examined to learn how Native American society understood gender and sexuality. European colonization led to fundamental social changes that created a new set of social classifications. Sexual and gender deviance and disability was then used to deny certain people full rights as citizens. Puritan sodomy laws were a legal device regulating all sexuality. The Enlightenment and the ideologies of the American Revolution contradicted this persecution and the contribution of individuals whom we may now identify as LGBTQ+ and disability communities should be examined during this time period. The expansion of the nation West also brought changes, such as women sometimes experienced a release from enforced gender restrictions they faced in the East, and 19th century San Francisco allowed same sex dancing and entertainment featuring cross dressing, and many writings of the transcendentalists included comment on gender and sexual identity. The fight for women's suffrage and the Civil War also brought changes in definitions of masculinity and gender roles. However, the moral reform movements of the 19th century attempted to continue persecution of people in these communities. The industrialization of the nation led to movement to cities and different groups began creating their own spaces in these cities. However, the eugenics movement and sterilization produced a model that would limit the lives of LGBTQ+ and persons with disabilities and rendered them medically inferior, legally unequal, morally suspect, socially outcast, with no right to reproduce.

Climate Change:

The climate change connection in US 1 will explore the environmental impacts of colonization and westward expansion on the environment, ecosystems, indigenous peoples, trade and settlers. This can be examined during each unit and on a summative level at the end of the course. In US I, the natural world - plants, animals, climate, weather, solid and water has immensely shaped the American past and impacted its future. To understand the impact of the environment

and what led to the Industrial Revolution that created and contributed to climate change, students in USI must first understand North America's original Native American inhabitants. Native people carried a complex dialogue with the natural environment and experienced it on many different levels - moral, spiritual, and practical - while exploiting the seasonal diversity of different locations through agriculture and hunting and gathering and producing ecological security in the process without concern on the maximization of production. They certainly left their mark on the landscape and students should analyze that colonizers did not encounter a "wilderness". European colonization of the Americas brought ecological tumult as colonizers transformed the Native landscape to meet their agricultural and economic needs and in the process brought disease, hunger, and unrest. The reliance on an agricultural economy led to the commodification of land and brought nature into the world of exchange such as the value of water, trees, and animal life. The industrialization of the United States led to the rise of consumerism and under this new economic order, production and consumption were much less related, for example, the near extinction of the buffalo population in the 19th century. At the end of the course, students can examine the environmental impact of the factory system as it contributes to modern-day climate change and policy. The commodification of the natural world and its impact on all groups of people in the United States should be a lens through which US I students examine the evolution of policy that leads to the modern-day issue of climate change.

Asian-American & Pacific Islanders:

The AAPI experience in the United States History I dates back to the 16th century with the early settlement of Asian Americans immigrating to North America. This can be seen with the Filipino arrival in Morro, Bay. The story of AAPI individuals is interwoven into the broader history of the United States and can be further seen in the story of immigrants to the United States, particularly in the antebellum era migration of Chinese migrants seeking employment in the American West. The immigrant experience of Asian Americans and Pacific Islanders contributed greatly to the diversity of American culture; however, there are many instances of racial discrimination against these people, leading to political and social segregation. The curriculum incorporates laws passed to oppose AAPI people throughout the 19th and 20th centuries from the Chinese Exclusion Act to the Gentleman's Agreement. The curriculum shall include the history and contributions of Asian Americans and Pacific Islanders on the state and national levels. AAPI includes individuals who immigrated to the United States and who have impacted the country's politics, demography, economy, and culture. The contributions of people who identify as AAPI are central to how we conceptualize our national history.

Diversity, Equity, and Inclusion (DEI):

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and/or political perspective. Populations that have been, and remain, underrepresented among practitioners in the field and marginalized in the broader society. For example: Unit I - American Indians in Colonial America, Unit II - Women and the Constitution, and Unit IX - Chinese Immigrants during the Industrial Era. Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. To that end, this can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals. This can be seen through the lenses of the Amistad Connection, Holocaust Connections, LGBT/Disabilities, and AAPI, as well as other underrepresented groups in our nation's history. These resources and experiences are listed throughout this curriculum.

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.

| Time Frame: | Content/ Topic | Observable Proficiencies/ Skills | NJSLs | Performance Benchmarks/ Assessments | Suggested Materials Used |
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| <p>10 classes</p> | <p>Unit I - Colonial America (1607-1754)</p> <p>North American colonial societies adapted European governmental, economic, and cultural institutions and originated their own new ideas to meet their needs in the New World.</p> <p>Essential Questions: Did British North America develop into three separate societies or a single society with many distinct regional differences?</p> <p>To what degree was colonial America loyal to England, and how did their complex relationship evolve over time?</p> <p>Where and why did unfree labor develop in colonial America?</p> <p>How did the English colonists' cultural attitudes lead to the subjugation of native and African peoples?</p> <p>Key ideas/ Concepts: Jamestown/tobacco/other cash crops Origins of slavery The New England colonies Native American Encounters Middle Colonies Southern Colonies</p> | <p>Content: Evaluate whether the many differences between the colonies outweighs the social and cultural bonds between the colonies.</p> <p>Compare and contrast the colonies in regard to toleration of various groups.</p> <p>Skills: See Appendix B</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation | <p>Social Studies:</p> <p>6.1.12.CivicsPI.1.a 6.1.12.CivicsPD.1.a 6.1.12.EconGE.1.a 6.1.12.GeoGI.1.a 6.1.12.HistoryCC.1.a</p> <p>CR,LL,KS: 9.1.12.EG.3.:</p> <p>ELA Companion: WHST.9-10.1 a-e, WHST.9-10.2, WHST.9-10.4 WHST.9-10.8</p> <p>Interdisciplinary Connections:</p> <p>Visual Arts: Colonial protest - understand how artists use specific imagery to communicate messages and elicit emotional responses Language Arts: Foundational Documents - analyze how writers use word choice and rhetorical devices to communicate ideas</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9</p> | <p>Homework assignments F</p> <p>Class activities F</p> <p>Quizzes F</p> <p>F - Essay or authentic assessment suggestions:</p> <p><i>Colonial Conference</i></p> <p><i>Colonial travel ads/commercials</i></p> <p>Unit Test F/S</p> <p><i>List either formative (F) or summative (S) above</i></p> | <p>Selection of primary sources:</p> <p><i>An Indigenous Peoples' History of the United States</i> <i>By Roxanne Dunbar-Ortiz</i></p> <p><i>John Smith: History of Virginia</i></p> <p><u>Looking at Jamestown through the lens of the Powhatan Indians, the English, and Africans</u></p> <p><i>Richard Frethorne's Letter From An Indentured Servant</i></p> <p><i>Salem Witch Trial assorted documents</i></p> <p>Colonial America map (blank)</p> <p>Colonies Graphic Organizer</p> <p><i>Africans in America</i> DVD</p> <p><i>An Indigenous Peoples' History of the United States</i> <i>by Roxanne Dunbar-Ortiz</i> Chapter One: Follow the Corn Chapter Two: Culture of Conquest Chapter Three: Cult of the Covenant Chapter Four: Bloody Footprints</p> |

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| | <p>The role of religion in colonial life Self government Class tensions and notable conflicts among settlers Mercantilism</p> | <ul style="list-style-type: none"> ● Provide choices of modes working ● DBQ: What Caused the Salem Witch Trial Hysteria of 1692? | <p>NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn1 1a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p> | | <p><i>Why You Can't Teach United States History without American Indians</i> Edited by Susan Sleeper-Smith, Juliana Barr, Jean M. O'Brien, Nancy Shoemaker, and Scott Manning Stevens Chapter 1: Borders and Borderlands Chapter 2: Encounter and Trade in the Early Atlantic World Chapter 3: Rethinking the "American Paradox": Bacon's Rebellion, Indians, and US History Survey</p> <p><i>"All the Real Indians Died Off" and 20 Other Myths about Native Americans</i> Chapter 3: Myth 3 - Columbus Discovered America Chapter 4: Myth 4 - "Thanksgiving Proves Indians Welcomed the Pilgrims"</p> <p><i>Rethinking Columbus: The Next 500 Years</i> Edited by Bill Bigelow and Bob Peterson Specifically chapters on the Tainos are useful</p> <p><i>Our History is the Future</i> by Nick Estes Chapter 2: Origins</p> <p>Filipino Arrival in Morro Bay 1587</p> <p>Filipino Settlement, St. Malo, Louisiana Bayou, 1763</p> <ul style="list-style-type: none"> ● Article |
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| | | | | | <ul style="list-style-type: none"> • St. Malo <p>Canassatego (Native American) and the colonial relationship</p> <p>Teaching Black History Year-Round Requires Rigorous Sight (Edutopia)</p> <p>Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (National Council for the Social Studies)</p> |
| 15 classes | <p>Unit II- The American Revolution (1754-1783)</p> <p>The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices.</p> <p>Essential Questions:</p> <p>To what degree did economics, politics, and culture play roles in the decision to rebel?</p> <p>To what extent were colonists united in their rebellion?</p> <p>How did the American Revolution help define</p> | <p>Content:</p> <p>Trace the colonists’ transition from loyal subjects to rebels.</p> <p>Analyze the philosophical basis for the Declaration of Independence.</p> <p>Assess the impact of the war on different groups.</p> <p>Skills: See Appendix B</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> • Re-teaching and review • Graphic organizers • Guided questions and note taking | <p>Social Studies:</p> <p>6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b: 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a 6.1.12.GeoPP.2.a 6.1.12.GeoPP.2.b 6.1.12.EconEM.2.a 6.1.12.EconEM.2.b 6.1.12.EconEM.2.c 6.1.12.HistoryCA.2.a 6.1.12.HistoryCC.2.a 6.1.12.HistoryCC.2.b 6.1.12.HistorySE.2.a 6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.b 6.1.12.HistoryUP.2.c 6.1.12.HistorySE.2.a: 6.1.12.HistoryCA.2.a:</p> <p>CR,LL,KS: 9.4.12.CT.2:</p> | <p>Homework assignments F Class activities F Quizzes S Essay or authentic assessment Suggestion(s): S</p> <p><i>Revolution debate: to rebel or not to rebel?</i> F <i>Analyzing propaganda</i> F <i>Incident in Boston: Massacre or Not?</i> F <i>Timeline Activity</i> S <i>Research activity: At what point was the revolution</i></p> | <p>Sources</p> <p>Selection of primary sources Suggestions: <i>Franklin’s Join or Die Cartoon</i> <i>Paul Revere’s Boston Tea Party cartoon</i> <i>Washington’s War Letters</i> <i>The Declaration of Independence</i> <i>Abigail Adams’s “Remember the Ladies” Letter</i></p> <p><i>Liberty!</i> DVD</p> <p><i>John Adams</i> HBO DVD</p> <p><i>An Indigenous Peoples’ History of the United States</i> by Roxanne Dunbar-Ortiz Chapter Five: The Birth of a Nation</p> |

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| <p>American notions of rights and social justice?</p> <p>Why and to what extent did the colonists succeed?</p> <p>To what degree did the revolution embrace its own values?</p> <p>Key ideas/ Concepts: The French and Indian War Albany Plan Enlightenment Great Awakening The Causes of the War Key battles of the Revolutionary War and military strategy The Declaration of Independence The impact and results of the War</p> | <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working | <p>ELA Companion: RH.9-10.1, RH.9-10.2, RH.9-10.4, RH.9-10.6, RH.9-10.9, WHST.9-10.1 a-e, WHST.9-10.6, WHST.9-10.8</p> <p>Interdisciplinary Connections: Visual Arts: Language Arts: Formulate a written argument citing evidence. Math: Explain how the Three-Fifths Compromise impacted congressional representation</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7</p> | <p><i>unstoppable and/or inevitable?</i> S Unit Test S</p> | <p><u>The Revolution and Native Americans</u></p> <p><i>Why You Can't Teach United States History without American Indians</i> Edited by Susan Sleeper-Smith, Juliana Barr, Jean M. O'Brien, Nancy Shoemaker, and Scott Manning Stevens Chapter 4: Recentering Indian Women in the American Revolution</p> <p><i>A People's History of the American Revolution: How Common People Shaped the Fight for Independence</i> by Ray Raphael Chapter 3: Women Chapter 5: Native Americans Chapter 6: African Americans</p> <p><u>"What to the Slave is July 4th"</u> Frederick Douglas</p> <p><u>Women in the American Revolution</u> - Khan Academy</p> <p><u>Women During the Revolutionary War</u> - American Battlefield Trust</p> <p><u>Issues in Social Studies: Unity and Diversity</u> (Annenberg Learner)</p> <p><u>Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events</u> (National Council for the Social Studies)</p> |
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| | | | <p>HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn1 1a</p> <p>Technology and 21st Century Themes & Skills</p> <p>9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science</p> <p>8.1.12.DA.5</p> | | <p>Teaching Black History Year-Round Requires Rigorous Sight (Edutopia)</p> <p>Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (National Council for the Social Studies)</p> |
| <p>15 classes</p> | <p>Unit III- The Constitution (1783-1789)</p> <p>The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.</p> <p>Essential Question:</p> <p>Why did the Articles of Confederation fail to provide an adequate government for the new nation?</p> <p>Did the Constitution fulfill the promises of the American Revolution or betray them?</p> <p>How did the new Constitution allow for both flexibility and stability?</p> | <p>Content:</p> <p>Analyze the reasons for a re-structuring of the government in 1787 as well as the sectional disputes associated with it.</p> <p>Analyze the checks and balances of the three branches of government.</p> <p>Assess the Bill of Rights as a document designed to protect our rights.</p> <p>Skills:</p> <p>See Appendix B</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers | <p>Social Studies:</p> <p>6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b: 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a 6.1.12.GeoPP.2.a 6.1.12.GeoPP.2.b 6.1.12.EconEM.2.a 6.1.12.EconEM.2.b 6.1.12.EconEM.2.c 6.1.12.HistoryCA.2.a 6.1.12.HistoryCC.2.a 6.1.12.HistoryCC.2.b</p> <p>6.1.12.HistorySE.14.a 6.1.12.HistorySE.2.a 6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.b 6.1.12.HistoryUP.2.c 6.3.12.CivicsPD.1: 6.3.12.HistoryCA.1:</p> | <p>Homework assignments F</p> <p>Simulation: how a bill becomes a law F</p> <p>Shays’ Rebellion dialogue activity F</p> <p>Constitutional Convention discussion F</p> <p>Class activities F</p> <p>Quizzes F</p> <p>F - Essay or authentic assessment <i>Suggestion(s):</i> <i>Electoral College Map Analysis</i></p> <p><i>F - Federalist/ Anti-Federalist activity/discussion</i></p> | <p>Selection of primary sources <i>Suggestion(s):</i> <i>Washington, Abigail Adams, and Jefferson on Shays’ Rebellion</i> <i>Shays’ Rebellion: A Massachusetts Farmer’s Account</i> <i>Selections from The Constitution</i> <i>Hamilton’s speech on rights</i> <i>Federalist Papers quotes</i> <i>Anti-Federalist documents</i></p> <p>The Constitutional Status of Women in 1787 - MB Norton (secondary source)</p> <p>Elizabeth Cady Stanton speech on women in the Constitution</p> <p><i>Liberty!</i> DVD</p> |

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| | <p>Key ideas/ Concepts:</p> <p>The Articles of Confederation The Constitutional Convention The Constitution</p> | <ul style="list-style-type: none"> Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Vary level of reading and primary source documents Elevated vocabulary Individual presentation Provide choices of modes working Federalist Papers primary source analysis Contemporary case studies | <p>CR,LL,KS: 9.4.12.CT.2:</p> <p>ELA Companion: RH.9-10.1, RH.9-10.2, RH.9-10.4, RH.9-10.6, RH.9-10.9, WHST.9-10.1 a-e, WHST.9-10.9</p> <p>Interdisciplinary Connections:</p> <p>Language Arts: Formulate a written argument citing evidence. Math: Explain how the Three-Fifths Compromise impacted congressional representation</p> | <p><i>F/S - Use of Bill of Rights today</i></p> <p>Unit Test - S</p> | <p>Checks and Balances Graphic Organizer</p> <p>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</p> <p>Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)</p> <p>Disability Pensions for Revolution Veterans</p> <p>Revolutionary War Hero Baron Von Steuben</p> <p>Contextualizing LGBT+ History within the Social Studies Curriculum (National Council for the Social Studies)</p> <p>Incorporating LGBTQIA+ Content in History Lessons (Edutopia)</p> <p>Queer America Podcast (Learning for Justice)</p> |
| <p>10 classes</p> | <p>Unit IV- The Early Republic (1789-1824)</p> <p>Debates about states' rights and federal power shaped the development of political institutions and practices of the new Republic.</p> <p>Essential Questions: To what degree did the first presidents maintain or stray from the spirit of the</p> | <p>Content:</p> <p>Discuss the implementation of the federal government under the United States Constitution during the presidency of George Washington.</p> <p>Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s.</p> | <p>Social Studies: 6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b: 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a 6.1.12.GeoPP.2.a 6.1.12.GeoPP.2.b 6.1.12.EconEM.2.a 6.1.12.EconEM.2.b 6.1.12.EconEM.2.c 6.1.12.HistoryCA.2.a 6.1.12.HistoryCC.2.a 6.1.12.HistoryCC.2.b 6.1.12.HistorySE.2.a</p> | <p>Homework assignments F Class activities F Quizzes F Expansionism map activities F</p> <p>Essay or authentic assessment <i>Suggestion(s):</i></p> | <p>Sources</p> <p>Selection of primary sources <i>Suggestion(s):</i> <i>Washington's Farewell Address</i> <i>Quotes from Jefferson</i> <i>Madison's war message</i> <i>Quotes on the Missouri crisis</i> <i>Kentucky Resolutions</i> <i>Washington's speech on Whiskey Rebellion</i> <i>Jefferson inaugural address</i></p> |

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| <p>Revolution and/ or the Constitution?</p> <p>What were the problems of the new nation and to what degree were they solved by the first Presidents?</p> <p>In what ways did the early years of the republic divide the country? In what ways was the nation drawn together?</p> <p>How did institutions and ideas evolve during this formative time period, becoming truly and uniquely American?</p> <p>How did the War of 1812 play a role in creating a sense of American identity and unity?</p> <p>Was the War of 1812 a necessary and/or beneficial war for the United States?</p> <p>Key ideas/ Concepts:</p> <p>The Washington Administration The Rise of Political Parties Bill of Rights Alien and Sedition Acts American expansionism Sectionalism Nationalism The Adams Administration The Jefferson Administration The War of 1812 The Era of Good Feelings</p> | <p>Discuss the ways that U.S. policies were shaped by their dealings with Native American populations.</p> <p>Assess the Jefferson presidency.</p> <p>Analyze how the War of 1812 shaped Americans’ national identity.</p> <p>Skills: See Appendix B</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working | <p>6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.c 6.1.12.HistoryUP.2.b 6.1.12.HistoryUP.2.c 6.1.12.HistoryUP.3.a</p> <p>CR,LL,KS: 9.4.12.CT.2: 9.1.8.PB.3</p> <p>ELA Companion: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.9, WHST.9-10.7, WHST.9-10.8</p> <p>Interdisciplinary Connections: Language Arts - Reading and Writing skills learned in the students’ language arts classes are applied to various activities throughout the unit. Economics: Understand the concept of public debt and credit Math/Statistics: Analyze election results as a function of the Electoral College system</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8</p> | <p><i>Rating the Early Presidents; Jefferson: Hero or Hypocrite?</i> S</p> <p><i>Political party platform activities</i> F</p> <p><i>Federalist/ Republican Debate</i> F</p> <p><i>Debate: Whiskey Rebellion</i> F</p> <p><i>War of 1812: Justified or Not?</i> F</p> <p><i>Era of Good Feelings: Nationalism or Sectionalism?</i> S Unit Test S</p> | <p><u>The Naturalization Act of 1790</u></p> <p><u>Resources for Immigration During the Revolutionary Period</u></p> <p><i>John Adams</i> HBO DVD</p> <p>Era of Good Feelings DBQ</p> <p><i>Never Caught: The Washingtons’ Relentless Pursuit of Their Runaway Slave Ona Judge</i> by Erica Armstrong Dunbar</p> <p><i>The Indian World of George Washington</i> by Colin G. Calloway</p> <p><i>The Men Who Built America: Frontiersmen</i> DVD - Tecumseh</p> <p><u>Indigenous People’s Stories from the War of 1812 - National Park Services</u></p> <p><u>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</u></p> <p><u>Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations</u> (National Council for the Social Studies)</p> |
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| | | <ul style="list-style-type: none"> DBQ - Constitutional Interpretation - Federalists vs. Democratic Republicans | <p>NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p> | | |
| <p>15 classes</p> | <p>Unit V- Political, Economic, and Social Reform (1824-1850)</p> <p>During this period, the U.S. experienced rapid expansion and transformation of the American economy. The era was also characterized by regional tensions, social reforms, political</p> | <p>Content:</p> <p>Analyze the changes that led to increased popular participation of all adult white males.</p> <p>Assess the impact that Jackson had on the American government.</p> | <p>Social Studies:</p> <p>6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b: 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a 6.1.12.GeoPP.2.a 6.1.12.GeoPP.2.b 6.1.12.EconEM.2.a 6.1.12.EconEM.2.b 6.1.12.EconEM.2.c 6.1.12.HistoryCA.2.a</p> | <p>Homework assignments F</p> <p>Class activities F</p> <p>Quizzes F</p> <p>Jackson DBQ S</p> <p>Essay or authentic assessment S</p> <p><i>Suggestion(s):</i></p> | <p>Selection of primary sources</p> <p><i>Suggestion(s):</i> <i>Map of 1824 election</i> <i>King Andrew I cartoon</i> <i>Selections from Frederick Douglass's Autobiography</i> <i>Declaration of Sentiments</i> <i>South Carolina Exposition</i></p> <p><u><i>Jackson's speech to the Cherokee and their response</i></u></p> |

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| <p>compromises, and an expansion of democratic practices.</p> <p>Essential Questions: In what ways did the Jacksonian era shape modern politics, expand democracy, and promote social justice?</p> <p>How did Jackson change the role of the Presidency?</p> <p>How did U.S. expansion impact Native Americans and other groups?</p> <p>How did industrialization during this period create more opportunities for people? How did the excesses of the free market system lead to the exploitation of specific groups?</p> <p>To what extent did reformers achieve social justice during the antebellum period?</p> <p>What unique and pivotal role did religion play in all of these transformations?</p> <p>Key Ideas/ Concepts</p> <p>The Jacksonian Presidency The Rise of the Common Man The Nullification Crisis The Trail of Tears The Bank War The Panic of 1837 The Second Great Awakening The Temperance Movement Public Education</p> | <p>Analyze how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th-century cities.</p> <p>Evaluate the results of social reforms.</p> <p>Skills: See Appendix B</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments | <p>6.1.12.HistoryCC.2.a 6.1.12.HistoryCC.2.b 6.1.12.HistorySE.2.a 6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.c 6.1.12.HistoryUP.2.b 6.1.12.HistoryUP.2.c 6.1.12.HistoryUP.3.a</p> <p>CR,LL,KS: 9.4.12.CT.2: 9.1.8.PB.3</p> <p>ELA Companion: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.9, WHST.9-10.7, WHST.9-10.8</p> <p>Interdisciplinary Connections: Language Arts - Reading and Writing skills learned in the students' language arts classes are applied to various activities throughout the unit. Economics: Understand the concept of public debt and credit Math/Statistics: Analyze election results as a function of the Electoral College system</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10</p> | <p><i>Election of 1824 map activity</i></p> <p><i>Debate: Was Andrew Jackson good for America?</i></p> <p><i>Redesign of the \$20 bill to reflect Jackson's role in this era</i> <i>SC- Amistad</i> <i>Oral presentations on social reforms and technological development</i></p> <p>Unit Test S</p> | <p><i>Jackson's bank veto</i> <i>SC Amistad</i> <i>Andrew Jackson: Good, Evil, and the Presidency</i> PBS DVD</p> <p><u>Newspaper publication from the African American perspective on Amistad</u></p> <p><u>Trail of Tears from the perspective of Cherokee people</u></p> <p><u>Family Stories from the Trail of Tears</u> (taken from the <u>Indian-Pioneer History Collection</u>, Grant Foreman, editor)</p> <p><i>New York</i> PBS DVD (Erie Canal clip; immigration clip)</p> <p><i>An Indigenous Peoples' History of the United States</i> by Roxanne Dunbar-Ortiz Chapter Six: The Last of the Mohicans and Andrew Jackson's White Republic Chapter Seven: Sea to Shining Sea</p> <p><u>Seneca Falls Convention primary sources</u></p> <p><i>Why You Can't Teach United States History without American Indians</i> Edited by Susan Sleeper-Smith, Juliana Barr, Jean M. O'Brien, Nancy Shoemaker, and Scott Manning Stevens</p> |
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| <p>Prison Reform Abolitionism Women’s Rights</p> | | | <p>NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p> | | <p>Chapter 6: The Doctrine of Discovery, Manifest Destiny, and American Indians</p> <p>Chapter 7: Indians and the California Gold Rush</p> <p><i>A Wicked War: Polk, Clay, Lincoln and the 1846 Invasion of Mexico</i> by Amy S. Greenberg</p> <p><i>Latino Americans PBS - Episode 1: Foreigners in their Own Land</i></p> <p>What are America’s natural resources? Why has the availability and need for natural resources changed over time? How has the availability of natural resources affected AAPI immigration, settlement, and/or employment?</p> <p><u>Chinese Immigrants and the Gold Rush</u></p> <p><u>Library of Congress-Focus on Immigration</u></p> <p><u>National Park Service-Chinese Immigrants in California</u></p> <p><u>The Asian-American Education Project</u></p> <p><u>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</u></p> <p><u>Supporting Curricular</u></p> |
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| | | | | | <p>Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)</p> <p>Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (National Council for the Social Studies)</p> <p>Walt Whitman poetry</p> <p>The story of Louis Braille</p> <p>The Work of Dorthea Dix</p> <p>Contextualizing LGBT+ History within the Social Studies Curriculum (National Council for the Social Studies)</p> <p>Incorporating LGBTQIA+ Content in History Lessons (Edutopia)</p> <p>Queer America Podcast (Learning for Justice)</p> <p>Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)</p> |
| <p>10 classes</p> | <p>Integrated Research Unit</p> <p>The primary purpose of the Integrated Research Project is to provide students with the opportunity to utilize and</p> | <p>Proficiencies:</p> <p>Proficiencies vary by CPI, though all projects will require students to demonstrate 21st century skills and content knowledge of 6.1.</p> | <p>Social Studies:</p> | <p>Comprehensive Research project and presentation S</p> <p>Research Written portion Presentation (tech)</p> | <p>Project Sheet</p> <p>Student Generated Research</p> |

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| | <p>apply their accumulated research and 21st century skills. The students will select or be assigned a specific CPI to investigate.</p> <p>Key Learning Items/Concepts: *See Appendix A and B for a detailed explanation</p> | <p>Skills: Conduct Research Construct a MLA Works Cited page Write a research summary Deliver a technology based presentation</p> | <p>CR,LL,KS: 9.4.12.CT.2: 9.4.12.IML.1: 9.4.12.IML.2 9.4.12.IML.3 9.4.12.IML.4 9.4.12.IML.7 9.4.12.IML.8</p> <p>ELA Companion:</p> <p>Interdisciplinary Connections:</p> | <p>S</p> | |
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| <p>10 classes</p> | <p>Unit VI – Sectionalism and the Civil War (1850-1865)</p> <p>Content Statements: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. The war devastated the nation and posed great challenges for the future once it ended. The 1850s was a decade of tensions and westward expansion intensified the sectional debate over slavery, ultimately leading to the Civil War.</p> <p>Essential Questions: Was the Civil War fought to free the slaves or to prevent the break-up of the Union?</p> <p>How did the North and South fight the war in different ways?</p> <p>What advantages and disadvantages did both sides have?</p> <p>How did the ways they fought the war reflect social and economic differences?</p> <p>What was the personal experience of fighting the war like for soldiers on both sides?</p> <p>How did the institution of slavery affect the course of the war, and how did the war affect the institution of slavery?</p> | <p>Content: Evaluate the role of sectional tensions that led to the Civil War.</p> <p>Evaluate the impact of westward expansion on Native American communities.</p> <p>Evaluate the contributions and challenges faced by the new wave of immigrants to the United States.</p> <p>Evaluate the methods and perspectives on abolitionism.</p> <p>Evaluate the extent to which the Civil War was a war over slavery or a war to preserve the Union.</p> <p>Examine the role of Lincoln in leading the Union to victory.</p> <p>Skills: See Appendix B</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments | <p>Social Studies: 6.1.12.CivicsDP.4.a 6.1.12.CivicsDP.4.b 6.1.12.CivicsPR.4.a 6.1.12.EconET.4.a 6.1.12.GeoSV.4.a 6.1.12.GeoPP.4.a 6.1.12.EconNE.4.a 6.1.12.HistoryCC.4.a 6.1.12.HistoryUP.3.a 6.3.12.CivicsHR.1 6.1.12.HistoryUP.4.b 6.1.12.HistoryCC.4.b</p> <p>CR,LL,KS: 9.4.12.CT.2 9.1.12.CFR.4</p> <p>ELA Companion: WHST.9-10.1 a-e, WHST.9-10.9</p> <p>Interdisciplinary Connections: Language Arts: Reading and Writing skills learned in the students’ language arts classes are applied to various activities throughout the unit. African-American Arts and Culture: Examine music, food culture and folk arts of African Americans Arts and Social Reform Movements: Examine literature and popular music connected with social movements Language Arts- Opposing viewpoints on slavery</p> | <p>Unit Test S</p> <p>Chart the levels of tensions of events leading to the Civil War from the Mexican American War to South Carolina’s secession.</p> <p>Essay OR Authentic Assessment S</p> <p>Quizzes F</p> <p>HW assignments F</p> <p>Class Activities F</p> | <p><u><i>When did they come?</i></u> Immigratoin from 1850-1861</p> <p><u>Life in the Five Points</u></p> <p><u>The challenges of the Irish immigrants</u></p> <p><u>The Irish experience and immigration</u></p> <p>Selection of primary sources Suggestions: <i>Gettysburg Address</i></p> <p>Ken Burns’ <i>Civil War</i> documentary</p> <p>Maps (battles, etc.)</p> <p><i>Glory</i> DVD</p> <p>Gilder Lehrman audio presentation “Battlelines:” soldiers’ stories</p> <p>Dolly Lundt’s journal, pages 20-35</p> <p><u>Emancipation Proclamation Unchained Memory</u> <u>s: Readings from the Slave Narratives</u></p> <p><u>Slave Narratives: a Folk History of Slavery in the United States From Interviews with Former Slaves, by Work Projects Administration</u></p> |
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| <p>How did the original objective for The Civil War change over time for both sides?</p> <p>Key ideas/concepts: Abraham Lincoln Ft. Sumter Advantages/disadvantages of the North of South Mobilization of war Emancipation Proclamation Key battles War strategies Turning points of the war The conclusion of the war and the establishment of peace</p> | <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working ● DBQ - Compromise of 1850 ● DBQ - What Caused the Civil War | <p>analyzing opposing viewpoints using textual evidence. Economics- Relate use of natural resources to economic development</p> <p>Science: Understand the development of medical technology during the Civil War Language Arts: Write an argument</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b</p> | <p>Sojourner Truth, "Ain't I a Woman?" 1851 - Bill of Rights Institute</p> <p><i>An Indigenous Peoples' History of the United States</i> by Roxanne Dunbar-Ortiz Chapter Eight: "Indian Country"</p> <p><i>Why You Can't Teach United States History without American Indians</i> Edited by Susan Sleeper-Smith, Juliana Barr, Jean M. O'Briend, Nancy Shoemaker, and Scott Manning Stevens Chapter 8: Why You Can't Teach the History of US Slavery without American Indians Chapter 9: American Indians and the Civil War</p> <p>The Cherokee Nation statement of alliance with the confederacy</p> <p>Chinese-Americans in the Civil War</p> <p>Veterans Remember: Chinese-Americans in the Civil War</p> <p>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</p> <p>Teaching Black History Year-Round Requires Rigorous Sight (Edutopia)</p> |
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| | | | <p>1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p> | | <p><u>Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations</u> (National Council for the Social Studies)</p> |
| 5 classes | <p>Unit VII – Reconstruction 1865-1877</p> <p>Content Statement: Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p> <p>Essential Question: Was Reconstruction a positive or negative era in American history?</p> <p>How did freedmen cope with the opportunities and disappointments of Reconstruction?</p> <p>In what ways did a failure of leadership hamper the success of Reconstruction?</p> <p>Key ideas/concepts: Andrew Johnson Freedman’s Bureau Black Codes Civil Rights Bill 13th Amendment 14th Amendment 15th Amendment Radical Republicans</p> | <p>Content: Evaluate the extent to which Reconstruction succeeded in solving the issues related to the aftermath of the war.</p> <p>Evaluate the power struggles among the stakeholders during Reconstruction.</p> <p>Skills: See Appendix B</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> | <p>Social Studies: <u>6.1.12.CivicsDP.4.a</u> 6.1.12.CivicsDP.4.b 6.1.12.EconNE.4.a <u>6.1.12.GeoPP.4.a</u> 6.1.12.HistoryCC.4.a 6.1.12.HistoryCC.4.b 6.1.12.HistoryCA.4.c <u>6.1.12.HistoryCC.4.a</u> <u>6.1.12.HistorySE.14.a</u> 6.1.12.HistoryUP.4.a 6.1.12.HistoryUP.4.b</p> <p>CR,LL,KS: • 9.4.12.CT.2</p> <p>ELA Companion: WHST.9-10.1 a-e, WHST.9-10.9</p> <p>Interdisciplinary Connections:</p> <p>Science: Understand the development of medical technology during the Civil War Language Arts: Write an argument</p> | <p>Unit Test S</p> <p>Essay OR Authentic Assessment S</p> <p>Quizzes F</p> <p>HW assignments F</p> <p>Class Activities: Reconstruction S role-playing activity</p> | <p>Sources</p> <p>Selection of primary sources <i>Suggestions:</i> <i>Lincoln’s Second Inaugural Address</i> <i>Black Codes</i> <i>Thomas Nast’s Johnson impeachment cartoons</i> <u>Congressional testimony from KKK victims/ More testimonies</u></p> <p><i>Reconstruction: The Second Civil War</i> DVD</p> <p>A&E “Time Machine” series: Sold Down the River</p> <p><i>The Stony Road: Reconstruction, White Supremacy, and the Rise of Jim Crow</i> by Henry Louis Gates, Jr.</p> <p><i>The Case for Reparations</i> by Ta-Nehisi Coates <i>The Atlantic</i> - https://www.theatlantic.com</p> |

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| | <p>Reconstruction Act Voting restrictions Ku Klux Klan Jim Crow <i>Plessy v. Ferguson</i></p> | <ul style="list-style-type: none"> • Vary level of reading and primary source documents • Elevated vocabulary • Individual presentation • Provide choices of modes working | | | <p><u>/magazine/archive/2014/06/the-case-for-reparations/361631/</u></p> <p><u>United States v. Wong Kim Ark (citizenship)</u></p> <p><u>National Park Service– Chinese Immigrants in the 1860s</u></p> <p><u>The Asian-American Education Project</u></p> <p>Excerpts from Hiram R. Revels speech, <u>“On Readmission of Georgia to the Union”</u></p> <p><u>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</u></p> <p><u>Teaching Black History Year-Round Requires Rigorous Sight (Edutopia)</u></p> <p><u>The Invisible Struggles of the Civil War’s Veterans</u></p> <p><u>Disability History: Military and Disability</u></p> <p>The role of the 14th Amendment cited in civil rights cases for the LGBTQ+ cause</p> |
| <p>4 classes</p> | <p>Unit VIII - The West 1860-1900</p> <p>Content Statement: The Homestead Act, the availability of land and natural resources, and the development</p> | <p>Content: Evaluate westward expansion and its effects on Native Americans. Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> | <p>Social Studies: <u>6.1.12.CivicsDP.4.b</u> <u>6.1.12.CivicsDP.5.a</u> 6.1.12.EconEM.5.a <u>6.1.12.GeoPP.4.a</u> 6.1.12.GeoPP.5.a <u>6.1.12.HistoryCC.4.a</u></p> | <p>Unit Test S</p> <p>Essay OR Authentic Assessment: Should U.S. treatment of American Indians be considered genocide? S</p> | <p>Sources</p> <p>Selection of primary sources: Chief Joseph “I will fight no more forever”</p> |

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| <p>of the transcontinental railroad and waterways promoted the growth of the nationwide economy and the movement of populations.</p> <p>Governmental policies and the actions of groups and individuals sought to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>Essential Question: Who succeeded and who failed during the closing of the West?</p> <p>How could the U.S. have treated the Native Americans more humanely and still achieved its goals?</p> <p>Key concepts/ideas: Western expansion Federal Indian policies Conflict between settlers and natives over scarce resources</p> | <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working <p>Skills: See Appendix B</p> | <p>6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b 6.1.12.HistoryCC.5.a 6.1.12.HistorySE.14.a 6.3.12.CivicsHR.1</p> <p>CR,LL,KS: 9.4.12.IML.6</p> <p>ELA Companion:</p> <p>Interdisciplinary Connections: Language Arts- Opposing viewpoints on slavery analyzing opposing viewpoints using textual evidence. Economics- Relate use of natural resources to economic development</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2</p> | <p>Quizzes F</p> <p>HW assignments F</p> <p>F - Class Activities: Map analysis of Western Expansion and resources</p> <p>S - Design a monument to commemorate the American Indian experience</p> <p>F - Farming Simulation (if time)</p> | <p>Video: Savagery and the American Indians (selections from Parts I & II) on youtube</p> <p>Farm Simulation</p> <p>Nystrom Atlas of American History (class set)</p> <p><i>An Indigenous Peoples' History of the United States</i> by Roxanne Dunbar-Ortiz Chapter Eight: "Indian Country"</p> <p>Ted Talk about Timeline of Lakota History and the impact of US policy on the Pine Ridge Reservation Today: https://www.ted.com/talks/aron_huey_america_s_native_prisoners_of_war?language=en</p> <p><i>Why You Can't Teach United States History without American Indians</i> Edited by Susan Sleeper-Smith, Juliana Barr, Jean M. O'Briend, Nancy Shoemaker, and Scott Manning Stevens Chapter 10: Indian Warfare in the West 1861 - 1890</p> <p><i>Why You Can't Teach United States History without American Indians</i> Edited by Susan Sleeper-Smith, Juliana Barr, Jean M. O'Briend, Nancy Shoemaker, and Scott Manning Stevens</p> |
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| | | | <p>MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p> | | <p><i>Chapter 8: Myth 8 - “The United States Did Not Have a Policy of Genocide”</i> <i>Chapter 11: Myth 11 - “The United States Gave Indians Their Reservations</i></p> <p><i>Our History is the Future</i> by Nick Estes Chapter 3: War</p> <p><u>National Park Service– Chinese Immigrants in the 1860s</u></p> <p><u>Chinese-Americans in the Civil War</u></p> <p><u>Veterans Remember: Chinese-Americans in the Civil War</u></p> <p><u>The Asian-American Education Project</u></p> <p><u>United States v. Wong Kim Ark</u></p> <p><u>UNICEF Child Labor</u></p> <p><u>Video: Bangladesh's Child Workers</u></p> <p><u>The Asian-American Education Project</u></p> <p><u>Chief Joseph Speech: “I am tired of fighting”</u></p> <p><u>The Butchering at Wounded Knee</u></p> <p><u>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</u></p> |
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| | | | | | <p>Teaching Black History Year-Round Requires Rigorous Sight (Edutopia)</p> <p>Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (National Council for the Social Studies)</p> <p>The life and culture of Two-Spirit Native, We-Wha</p> <p>Contextualizing LGBT+ History within the Social Studies Curriculum (National Council for the Social Studies)</p> <p>Incorporating LGBTQIA+ Content in History Lessons (Edutopia)</p> <p>Queer America Podcast (Learning for Justice)</p> |
| <p>9 classes</p> | <p>Unit IX – The Industrial Era 1870-1900</p> <p>Content Statement: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.</p> <p>The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created</p> | <p>Proficiencies: Analyze the ways in which the US emerged as a modern nation during the early 20th century.</p> <p>Analyze the political and social consequences of industrialization and immigration.</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review | <p>Social Studies: 6.1.12.CivicsDP.5.a 6.1.12.CivicsDP.5.a 6.1.12.CivicsDP.6.b 6.1.12.EconEM.5.a 6.1.12.GeoPP.5.a 6.1.12.GeoHE.5.a 6.1.12.EconEM.5.a 6.1.12.HistoryNM.5.b 6.1.12.HistoryCC.5.a 6.1.12.HistoryUP.5.a 6.1.12.HistoryCA.5.a</p> | <p>Unit Test S</p> <p>Quizzes S</p> <p>HW assignments F</p> <p>Class Activities F</p> <p>Pullman Strike Debate & web post F</p> | <p>Selection of primary sources <i>Suggestion(s):</i> <i>Howard Zinn, Chapter 11: “Robber Barons and Rebels”</i></p> <p><i>Big business methods – graphic organizer</i></p> <p>Read excerpts from the <i>Sherman Anti-Trust Act</i></p> <p><i>“Story of a Sweatshop Girl – Sadie Frowne”</i></p> |

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| <p>tensions between ethnic and social groups.</p> <p>Essential Question: How did the Industrial Era define the US as a modern nation, specifically with regards to the consequences of industrialization, immigration, and urbanization?</p> <p>As the U.S. economy changed, what steps did various groups take to secure their place in society?</p> <p>To what degree did the US government deal with these new problems effectively?</p> <p>Key learning items/concepts: Growth of big business Industrialization Labor unions/ labor strikes Immigration assimilation urbanization The Gilded Age Jim Crow W.E.B. Du Bois Booker T. Washington</p> | <ul style="list-style-type: none"> ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working <p>Skills: See Appendix B</p> | <p>CR,LL,KS: 9.1.12.CFR.6 9.1.12.EG.5: 9.1.12.CFR.1</p> <p>ELA Companion: RH.11-12.7, RH.11-12.1 , RH.11-12.6, WHST.11-12.4</p> <p>Interdisciplinary Connections: Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> | <p>Compare rich v. poor: DVD “America’s Castles” v. Jacob Riis photographs v. Lower East Side tenement museum F</p> <p>Google Maps immigration activity F</p> | <p><i>America’s Castles</i></p> <p><i>Jacob Riis – “How the Other Half Lives”</i></p> <p><i>Photographs of tenements</i> (www.tenement.org)</p> <p><i>Ellis Island artifacts</i></p> <p>http://www.kansasheritage.org/pullman/index.html</p> <p>Excerpts from Washington’s “Atlanta Compromise” and DuBois’ “On Booker T. Washington”</p> <p>Japanese in San Francisco Lesson Plan</p> <p>Chinese Exclusion Act 1882 PBS Asian in America</p> <p>Chinese Experience timeline</p> <p>Chinese Exclusion Act Document analysis</p> <p>Chinese Exclusion Act Thomas Nast Cartoons</p> <p>Chinese Immigration during the Exclusion Era book by Erica Lee (excerpts)</p> <p>Chinese Exclusion Act Lesson Plan</p> <p>When did Sikhs come to America? Along with the</p> |
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| | | | <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p> | | <p>Bellingham Riots (anti-Sikh) Lesson Plan</p> <p>South Asian Muslim immigration video</p> <p>Angel Island Immigration Station 1910-1940</p> <p>Angel Island video and lesson plan</p> <p>Tape v. Hurley (1885) - overturns segregation for Chinese in CA, but then leads to schools for "Mongolians" so as to not integrate schools.</p> <p>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</p> <p>Teaching Black History Year-Round Requires Rigorous Sight (Edutopia)</p> |
| <p>10 classes</p> | <p>Integrated Research Unit</p> <p>The primary purpose of the Integrated Research Project is to provide students with the opportunity to utilize and apply their accumulated research and 21st century skills. The students will select or be assigned a specific CPI to investigate.</p> <p>Key Learning Items/Concepts: *See Appendix A and B for a detailed explanation</p> | <p>Proficiencies: Proficiencies vary by CPI, though all projects will require students to demonstrate 21st century skills and content knowledge of 6.1.</p> <p>Skills: Conduct Research Construct a MLA Works Cited page Write a research summary Deliver a technology-based presentation</p> | | <p>Comprehensive Research project and presentation S</p> <p>Research Written portion Presentation (tech) S</p> | |

APPENDIX A

Integrated Research Unit:

Summary

In order to ensure that a variety of research skills are embedded into our curriculum, we have created an Integrated Research Unit for each semester of each US History class (4 total). The content of this unit is flexible as is the product (i.e., PowerPoint presentation, video, etc.) The skills are what will remain constant in an effort to develop them throughout a student’s experience as a history student at PVRHSD.

The required skills are as follows:

1. Gathering source information – Students will be able to identify valid, reliable, and relevant sources. This includes Internet sites, reference books, non-reference books, newspaper articles, and other print sources.
2. Citations – Students will be able to properly cite information in a Works Cited/Bibliography as well as in-text citations when applicable.
3. Analysis and Synthesis of Research – Students will be able to analyze sources in a constructive way. They will be able to identify important information, relate that information to their research topic, and synthesize information to complete their product.
4. Written expression – Students will be able to create a written component of their research. The written component can be in the form of an essay (persuasive, informative, etc.), a formal research paper, a speech, etc. The emphasis is on the student’s ability to form a comprehensive, organized, and detailed product related to their research that is entirely of their own efforts; time should be provided to discuss plagiarism and how to avoid it.
5. Visual/Oral expression – Students will be able to present their research using visual and public-speaking skills. Students will create a presentation for the class based on their findings. It is suggested that this component emphasize technology.
6. Technology – Students will be able to utilize various types of technology, such as PowerPoint, video-streaming, etc. as a part of the research process. Technology is infused throughout the unit in the form of both research methods as well as student products.

APPENDIX B

| Social Studies Skills Table | |
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| Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question? | |
| Social Studies Skill | 9-12 |
| Chronological Thinking | <ul style="list-style-type: none"> • Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |

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| Spatial Thinking | <ul style="list-style-type: none"> • Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. • Relate current events to the physical and human characteristics of places and regions. |
| Critical Thinking | <ul style="list-style-type: none"> • Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| Presentational Skills | <ul style="list-style-type: none"> • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |

BENCHMARK ASSESSMENTS: 3x Per year based on Social Studies skills using Stanford History Education Group assessments:

Establish historical significance

Use primary source evidence

Identify continuity and change

Analyze cause and consequence

Take historical perspectives

Understand the ethical dimension of historical interpretations

Possible Curricular Modifications:

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| <p>Interdisciplinary Connections</p> | <p><u>Connections to NJSL – English Language Arts:</u> WHST.9-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research RST.11-12.1: Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><u>Connections to NJSL – Mathematics</u> MP.4: Model with mathematics. NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> |
| <p>Career Readiness, Life Literacies, and Key Skills</p> | <ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) ● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. ● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). |

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| | <ul style="list-style-type: none">● 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). |
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**Computer Science
and Design Thinking**

- 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.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.
- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Career Ready Practices

World History

US I

US II

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| <p>CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> | <p>In specific units students learn about the Enlightenment thinkers and how those concepts became the foundation for American Democracy and citizenship. Writings from John Locke, Thomas Hobbes, Voltaire, Montesquie and Rousseau are analyzed and parallels drawn between these ideas and modern civic engagement and civic virtue. As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis.</p> | <p>As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. In US I a unit is dedicated to the origin and creation of the Constitution and how it established our system of government through checks and balances and federalism. Students learn about the 3 branches of government, the powers and members of each in modern day as well as examine key Supreme Court decisions that have shaped our nation, including current issues and decisions. Voter registration drives are also conducted in each school twice per year.</p> | <p>As in all Social Studies classes, throughout the US 2 curriculum the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. Supreme Court decisions relevant to each time period are examined, along with the election process. Students explore the Civil Rights Movement and Voting Right legislation.</p> |
| <p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p> | <p>In all units of World History students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p> | <p>In all units of US I students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p> | <p>In all units of US II students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p> |

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| <p>CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p> | | | <p>Students engage in stock market analysis and personal finance simulations as part of the Great Depression/New Deal units</p> |
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Career Ready Practices

World History

US I

US II

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

All units of World History include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.

All units of US I include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.

All units of US II include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.

CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

New technologies developed during the Scientific and Industrial Revolutions are examined and how they impacted the social, environmental and economic development of different regions of the world.

United States expansion in the 18th and 19th centuries created a seismic shift in the environment and landscape of North America. The industrial era formed a new reliance on resources that impacted the overall environment.

During the late 19th through the 20th century the United States grew exponentially. The economic expansion weighed heavily on the overall environment. As the century drew to a close, there became a greater awareness of the industrial expansion and government intervention and oversight became more prevalent.

Career Ready Practices

World History

US I

US II

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| <p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> | <p>All units in World History include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.</p> | <p>All units in US I include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.</p> | <p>All units in US II include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.</p> |
| <p>CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.</p> | <p>All units of World History include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.</p> | <p>All units of US I include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.</p> | <p>All units of US II include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.</p> |

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| <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> | <p>All units of World History include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.</p> | <p>All units of US I include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.</p> | <p>All units of US II include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.</p> |
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Career Ready Practices

World History

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| <p>CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p> | <p>The Holocaust is used to study human behavior, patterns of discrimination, morality and ethics.</p> | <p>Unique patterns of discrimination, genocide of Native Americans, American Slavery and various reform movements of the time are analyzed throughout these units in the form of primary source readings, case studies, assignments and cooperative, problems solving simulations.</p> | <p>Case studies on the ethical decisions behind use of the Atomic Bomb are examined.</p> |
| <p>CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require</p> | <p></p> | <p>Lessons on government agencies and careers and guest speakers in the area of local government and law enforcement speak as part of our Constitution and Government Unit.</p> | <p>This standard is more specifically taught in our Social Studies elective courses. Those courses explore careers in civil service, law and law enforcement, social work, psychology and other humanities fields. Guest speakers (in person or virtual) are invited into classes and/or the History Club (PH/PV).</p> |

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| <p>ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p> | | | |
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Career Ready Practices

World History

US I

US II

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| <p>CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> | <p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of World History.</p> | <p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US I.</p> | <p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US II.</p> |
| <p>CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p> | <p>In all units of World History students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.</p> | <p>In all units of US I students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.</p> | <p>In all units of US II students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.</p> |

List of Accommodations and Modifications

| Pascack Valley Regional High School District | |
|---|--|
| Social Studies/Business Accommodations/Modifications | |
| Category | Special Education Accommodations/Modifications (I.E.P. Specific) |
| Physical Arrangement of Room | Allow for preferential seating |
| | Seat student near the teacher/presentation |
| | Seat student near the door |
| | Seat student near high performing student for informal partner pairs |
| | Seat student near positive role model |
| | Seat student away from disruptive/distracting student(s) |
| | Set a designated study space in the room |
| Instructional Activities | Provide guided notes and/or copies of notes |
| | Provide students with summaries if applicable |
| | Repeat and clarify directions if needed to ensure comprehension |
| | Allow students to choose partners or work independently when needed |
| | Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support. |
| Independent Practice & Assignments | Allow extra time to complete tasks without penalty |
| | Reduce reading/math/writing level of assignments |
| | Require fewer correct responses to achieve grade |
| | Allow computer printed/electronic assignments |
| | Simplify complex written directions |
| | Do not penalize for handwriting/spelling |
| | Allow flexible grading on scoring rubric |
| | Include word banks if helpful |
| | Bold, highlight, or underline instructions |

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| Assessments | Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable. |
| | Reduce quantity of sections on an assessment |
| | Shorten wording of questions |
| | Allow use of notes or formula pages on assessments |
| | Revise wording or vocabulary choice to enhance comprehension |
| | Reduce length of written assignments if needed |
| | Reduce number of calculation questions required |
| | Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment. |
| | Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment. |
| | Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words. |
| | Allow for extra time when needed. Offer options for completion during common time or after school. |
| | Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop. |
| | Allow open book/notes for exams |
| | Give frequent short quizzes instead of lengthy exams |
| | Give exams/test items orally |
| | Give students their own copy of assessments that they can write on |
| Allow extra time for assessments (specific to I.E.P.) | |
| Allow flexible schedule of assessment | |
| Allow flexible setting for assessment | |
| Allow student to asses on paper if regularly schedule for computer-based testing | |
| | |
| Organizational | Provide a table of contents for notebook/binder; conduct a weekly clean-up |
| | Help the student create "to do" lists |
| | Provide opportunity for student to organize homework binder |

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| Skills | Set a designated study time during class/stick to a routine |
| | Assist student with maintaining a master calendar in the agenda book |
| Behavioral | Use self-monitoring/self-advocacy strategies |
| | Allow legitimate movement-in/out of room/short breaks |
| | Implement periodic/weekly behavior communication tools |

Pascack Valley Regional High School District

Social Studies/Business Accommodations/Modifications

| Category | 504 Plan Accommodations/Modifications (504 Specific) |
|------------------------------------|--|
| Physical Arrangement of Room | Allow for preferential seating |
| | Seat student near the teacher/presentation |
| | Seat student near high performing student for informal partner pairs |
| Instructional Activities | Provide guided notes and/or copies of notes |
| | Provide student with summaries, if applicable |
| Independent Practice & Assignments | Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support. |
| | Reduce homework/classwork, when appropriate |
| | Allow use of notes or formula pages on assessments. |

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| Assessments | Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school. |
| | Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop. |
| | Allow flexible schedule of assessment |
| | Allow flexible setting for assessment |
| | |
| Organizational Skills | Provide a table of contents for notebook/binder |
| | Help the student create "to do" lists |
| | Provide opportunity for student to organize homework binder |
| | Set a designated study time during class/stick to a routine |
| | Assist student with maintaining a master calendar in the agenda book |
| | |
| Behavioral | Use self-monitoring/self advocacy strategies |
| | Allow legitimate movement-in/out of room break, if needed |
| | Implement periodic/weekly behavior communication tools |

Pascack Valley Regional High School District

Social Studies/Business Accommodations/Modifications

| Category | At Risk Accommodations/Modifications |
|--------------------------|---|
| Instructional Activities | Provide a variety of concrete examples from familiar contexts |
| | Build background knowledge of content and vocabulary from familiar contexts prior to readings |
| | Use mental models to building understanding through familiar contexts |
| | Provide oral & written instructions |
| | Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding. |
| | Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation |
| | Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding |

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| <p>o n a l A c t i v i t i e s</p> | <p>Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas</p> |
| | <p>Provide guiding questions to complete during the activity</p> |
| | <p>Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.</p> |
| | <p>Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.</p> |
| | <p>Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts</p> |
| | <p>Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information</p> |
| | <p>Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners</p> |
| | <p>Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.</p> |
| <p>Independent Practice & Assignments</p> | <p>Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments</p> |
| | <p>Provide a clear, concise version of a scoring rubric prior to the assignment or assessment</p> |
| | <p>Highlight distinctive features/key concepts</p> |
| | <p>Provide choice of projects depending on the student's interests or strengths</p> |
| | <p>Provide peer assistance/study groups</p> |
| <p>A s s e s s m e n t</p> | <p>Provide study guides and support outside of class time to review before assessments (common time or after school)</p> |
| | <p>Provide extra time for review prior to an assessment</p> |
| | <p>Review, repeat, and clarify directions</p> |
| | <p>Include word banks if helpful</p> |
| | <p>Chunk sections of assessment</p> |
| | <p>Shorten wording of questions</p> |
| | <p>Allow use of notes or formula pages on assessments</p> |
| | <p>Revise wording or vocabulary choice to enhance comprehension</p> |
| <p>Reduce length of written assignments if needed</p> | |

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| t s | Reduce number of calculation questions required |
| | Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment |
| | Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment. |
| | Allow for partial credit when appropriate |
| | Provide choices of questions or choices of projects depending on the student's strengths |
| | Allow for alternative assessments to show comprehension of the content such as a project or other means |
| | Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary |
| | Allow for extra time, when needed. Offer options for completion during common time or after school |
| | Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop. |
| Organizational Skills | Provide general assistance with organizational skills |
| | Utilize homework assignment notebook/planner/agenda |
| | Provide written intermediate timelines for long assignments |
| | Have student monitor grade average |
| Behavioral | Keep rules simple and clear |
| | Implement a behavior management system |

Pascack Valley Regional High School District

Social Studies/Business Accommodations/Modifications

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| Category | Multilingual Learners Accommodations/Modifications |
| Instructional | Provide a variety of concrete examples from familiar contexts |
| | Build background knowledge of content and vocabulary from familiar contexts prior to readings |

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| I n s t r u c t i o n a l A c t i v i t i e s | Activities | Provide oral & written instructions |
| | | Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language. |
| | | Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation |
| | | Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas |
| | | Provide guiding questions to complete during the activity |
| | | Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage |
| | | Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams |
| | | Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information |
| | | Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings |
| | | |
| Independent Practice & Assignments | | Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments |
| | | Provide a clear, concise version of a scoring rubric prior to the assignment or assessment |
| | | Highlight distinctive features/key concepts |
| | | Provide choice of projects depending on the student's interests or strengths |
| | | Provide peer assistance/study groups/ MI support |
| Assessments | | Provide extra time for review prior to an assessment |
| | | Review, repeat, and clarify directions |
| | | Include word banks if helpful |
| | | Chunk sections of assessment |
| | | Shorten wording of questions |
| | | Allow use of notes or formula pages on assessments in native language |

| | |
|----------------------------|---|
| s m e n t s | Revise wording or vocabulary choice to enhance comprehension |
| | Reduce length of written assignments if needed |
| | Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment |
| | Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment |
| | Allow for partial credit when appropriate |
| | Allow for alternative assessments to show comprehension of the content such as a project or other means |
| | Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary |
| | Allow for extra time, when needed. Offer options for completion during common time or after school |
| | Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop |
| Organizational Skills | Provide general assistance with organizational skills |
| | Utilize homework assignment notebook/planner/agenda |
| | Provide written intermediate timelines for long assignments |
| | Have student monitor grade average |
| Behavioral | Keep rules simple and clear |

| Pascack Valley Regional High School District | |
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| Social Studies/Business Accommodations/Modifications | |
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| Category | Gifted and Talented Accommodations/Modifications |
| Instructional Activities | Provide supplementary or lengthier readings |
| | Provide enrichment activities |
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| | Use inquiry-based practices and allow student opportunities to conduct additional research |

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| Independent Practice & Assignments | Provide supplementary or lengthier readings with higher-level questions |
| | Provide assignment choices that require more detail and deeper understanding |
| | |
| Assessments | Provide additional questions that prompt extensions of understanding |
| | Require research for projects; in a specified format |
| | Provide assessment choices that require more detail and deeper understanding |
| | |

Career Options for Jobs that Involve Social Studies

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

Career Information for Jobs that Involve Social Studies

Sociologists

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

Historians

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

Postsecondary Teachers

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

Anthropologists and Archeologists

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

Political Scientists

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

Market Research Analysts

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.