

Pascack Valley Regional High School District

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

Course Name: Themes in United States History I

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

Course Description: Themes in US History I

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:

- Show mastery of historical vocabulary
- Present a viewpoint in writing and speech
- Use technology to complete research and projects
- Complete a technology-based project and oral presentation
- Locate, organize and evaluate information
- Acquire information through reading, listening and observing
- Interact with others, develop problem solving strategies
- Apply conflict resolution skills
- Distinguish between verifiable and unverifiable data
- Identify central issues
- Orient a map
- Identify and locate physical and political features on maps, globes, photos
- Understand and explain geographic settings of historical and current events
- Evaluate influence of geography upon history and culture
- Recognize cartoons as a means of expressing viewpoints
- Relate information obtained from pictures, charts and graphs to that gained from other sources
- Use the vocabulary of time concepts (decade, score, generation, century, era)
- Understand 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.

| <p><u>Course:</u></p> | <p><u>Assessments that are used in nearly all units:</u></p> | <p><u>Materials/Sources that are used in nearly all units:</u></p> |
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| <p>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.</p> | <p>Quizzes/Tests Class Activities Presentations Anticipatory Set Questions KWL</p> <p>Listed below are additional assessments used in each unit.</p> | <p>Brainpop – Videos Youtube – Videos Havefunwithhistory.com –Videos Flowofhistory.com – Flowcharts Bbc.co.uk/history – Information, Interactives Zaneeducation – Videos, Information, Worksheets Google Earth - Maps Mrdonn.org – PowerPoints Archives.gov – Primary Docs</p> <p>Listed Below are additional materials used in each unit.</p> |

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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| 5 Weeks | <p align="center">Unit I - Colonial America</p> <p>Content Statement: North American colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.</p> <p>Essential Question: Who were the "Newcomers", where and how did they settle in the New World? How did the Thirteen Colonies develop and grow, both individually and as whole?</p> <p>Key ideas/ Concepts: Roanoke Williams Hutchinson Jamestown Origins of Slavery The Massachusetts Bay Colony Native American Encounters Pequot War Middle Colonies and Southern Colonies Colonial Society</p> | <p>Proficiencies:</p> <p>Evaluate the similarities and differences of the colonies.</p> <p>Identify and describe key people in Colonial America</p> <p>Describe the Native American</p> <p>Evaluate the relationship between colonists and Native Americans</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content.</p> | <p>6.1.12.CivicsPI.1.a 6.1.12.CivicsPD.1.a 6.1.12.EconGE.1.a 6.1.12.GeoGL.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>Play simulation of Jamestown</p> <p>Create Facebook style profile of famous people of Colonial America.</p> <p>Map of Colonies</p> <p>Baseball activity</p> <p>Infographic on colonial regions</p> <p>Take Away: How the 13 colonies were established and their relationship with themselves and the natives.</p> | <p>Colonial America maps, games and interactive: http://www.history.org/media/interactive.cfm</p> <p>Pocahontas: Info and game http://www.bbc.co.uk/schools/primary/history/famouspeople/pocahontas/</p> <p>Jamestown simulation: http://kids.nationalgeographic.com/kids/games/interactiveadventures/john-smith/</p> <p>Jamestown interactive tour: http://www.time.com/time/interactive/0,31813,1619206,00.html</p> |

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| | | <p>Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p> | | | |
| <p>4 Weeks</p> | <p>Unit II- The American Revolution</p> <p>Content Statement: 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: What events paved the way of the colonists' Road to Independence? What events are included in the "Americans' Fight" for Freedom and its outcome?</p> <p>Key ideas/ Concepts: The French and Indian War The Causes of the War The War Front The Declaration of Independence The Tide Turns The Impact of the War</p> | <p>Proficiencies:</p> <p>Trace the colonists’ transition from loyal subjects to rebels.</p> <p>Analyze the philosophical basis for the Declaration of Independence.</p> <p>Describe the events of the French and Indian War</p> <p>Explain military technology and strategy of the day.</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation</p> | <p>6.1.12.A-D.2 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:</p> | <p>Create a twitter feed for Generals and soldiers on both sides, updating their followers on the status of their battles and the revolution.</p> <p>Diagram a soldier and his equipment.</p> <p>Create timeline of events leading to the revolution.</p> <p>Take Away: The causes and outcomes of the</p> | <p>Young George Washington Interactive: http://www.nps.gov/webrangers/activities/abelincoln/</p> <p>Battles of the French and Indian War: http://mrnuussbaum.com/fiwarint/</p> <p>Boston Tea Party Interactive: http://www.havefunwithhistory.com/activities/btp.html</p> <p>Battles of the American Revolution: http://www.theamericanrevolution.org/battles.aspx</p> <p>LibertysKids – Information, videos, and games on the American Revolution http://www.angelfire.com/ny4/HOME/PAGE/writings/tearsmemory.html</p> |

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| | | <p>Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p> | <p>9.4.12.CT.2: 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 Interdisciplinary Connections: Visual Arts: Language Arts: Formulate a written argument citing evidence. Math: Explain how the Three-Fifths Compromise impacted congressional representation</p> | <p>American Revolution.</p> | <p>Patriot Spy Game: http://www.nps.gov/webrangers/activities/patriot/?id=31 Watch: HBO <i>John Adams</i> DVD I</p> |
| <p>2 Weeks</p> | <p>Unit III- The Constitution Content Statement: 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. Essential Question: How was a "Government for the Ages" created and how did it come to be what it is today? Key ideas/ Concepts: The Articles of Confederation</p> | <p>Proficiencies: Analyze the checks and balances of the three branches of government. Assess the Bill of Rights as a document designed to protect our rights. Differentiation for Diverse Learners/ Accommodations</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.14.a</p> | <p>Checks and Balances Game Branches of government game. Presentation on a specific right. Use of Bill of Rights Today</p> | <p><i>School House Rock!</i> Checks and Balances/Branches of Government game: http://www.sheppardsoftware.com/usagame/government/index.htm Branches of government website: http://www.factmonster.com/ipka/A0774837.html Supreme Court – Look of Authority:</p> |

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| | <p>The Constitution Convention Bill of Rights The Constitution</p> | <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p> | <p>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:</p> <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>Take Away: The Constitution is designed to meet the need of the people for all time.</p> | <p>http://www.pbs.org/wnet/supremecourt/democracy/authority.html</p> <p>Checks and Balances Graphic Organizer</p> |
| <p>3 Weeks</p> | <p>Unit IV- The Early Republic</p> <p>Content Statement: Debates about individual rights, states' rights, and federal power shaped the development of</p> | <p>Proficiencies: Discuss the implementation of the federal government under the United States</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</p> | <p>Twitter feed for Lewis and Clark</p> | <p>1812 DVD</p> |

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| <p>political institutions and practices of the new Republic.</p> <p>Essential Questions: What challenges come with running a new government?</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>Key ideas/ Concepts: The Washington Administration The Rise of Political Parties The Jefferson Administration The War of 1812 Lewis & Clark</p> | <p>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>Describe key events of the Jefferson Presidency.</p> <p>Identify the causes and events that place during the war of 1812.</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> | <p>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.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,</p> <p>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</p> | <p>Create the Lewis and Clark Zoo with animals discovered during the expedition.</p> <p>Explore the life of a sailors and their ships during the War of 1812.</p> <p>Apply knowledge while playing a simulation of the bombing of Fort McHenry.</p> <p>Analyze the lyrics of the Star Spangle Banner</p> <p>Take Away: There are many challenges faced, as there are many ways to interpret the constitution.</p> | <p>Lewis and Clark Expedition Interactives: http://www.usmint.gov/kids/games/LewisClarkAdventure/ http://www.nationalgeographic.com/west/ Lewis and Clark Journey log: http://www.nationalgeographic.com/lewisandclark/journey_intro.html Interactive Star Spangle Banner: http://americanhistory.si.edu/starspangledbanner/interactive-flag.aspx The USS Constitution website: http://www.asailorslifeforme.org/index.php 1812 Navy warship game: http://www.nps.gov/webrangers/activities/powdermonkey/ Fort McHenry Simulation: http://www.nps.gov/fomc/holdthefort/ Portrait of George Washington Interactive: http://www.history.org/media/interactive.cfm</p> |
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| | | <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p> | <p>of the Electoral College system</p> | | |
| <p>2 Weeks</p> | <p>Unit V- Political, Economic, and Social Reform</p> <p>Content Statement: The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.</p> <p>Essential Questions: Why was Andrew Jackson such a popular president? How did he make some people’s lives better and others’ lives worse? How did industrialization during this period create more opportunities for people?</p> <p>Key Ideas/ Concepts: The Rise of the Common Man The Nullification Crisis The Trail of Tears Public Education</p> | <p>Proficiencies: Analyze the changes that led to increased popular participation of all adult white males. Describe the difficulties of traveling the Trail of Tears. Evaluate the results of social reforms.</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</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.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>Election of 1824 map activity</p> <p>Analyze Declaration of Sentiments in modern English.</p> <p>Andrew Jackson resume</p> <p>Take Away: Our government attempts to reform or make changes when needed.</p> | <p>Memory of a child on the Trail of Tears: http://www.angelfire.com/ny4/HOME/PAGE/writings/tearsmemory.html</p> <p>Declaration of Sentiments</p> <p><i>Trail of Tears</i> DVD</p> |

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| | | <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</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> | | |
| 2 Week | Midterm Project | | | | |
| <i>Midterm: Units I- V</i> | | | | | |
| 5 Weeks | <p>Unit VII- Manifest Destiny and the Mexican War</p> <p>Content Statement: Multiple political, social, and economic factors caused American territorial expansion.</p> <p>Essential Questions: What events lead to the expansion of the United States? How did new forms of transportation and communication help link the country together?</p> <p>Key Ideas/ Concepts: Erie Canal</p> | <p>Proficiencies:</p> <p>Students will explore the lure of the West and the reality of life on the frontier.</p> <p>Students will analyze American territorial expansion during this period, especially the reasons for and consequences of the Mexican War.</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation</p> | <p>6.1.12.A.3.a-b 6.1.12.B.3.a 6.1.12.D.3.a</p> | <p>Create a travel itinerary for the Oregon trail.</p> <p>Facebook style profile page for the Mexican American War</p> <p>Infographic on San Francisco and gold mining camps.</p> <p>Take Away: A main goal of our country was to gain territory and unify.</p> | <p>Oregon Trail Website: http://www.america101.us/trail/Oregontrail.html</p> <p>Gold Rush Website: http://www.america101.us/gold_rush/home.html</p> <p>History and value of Gold: http://www.visualcapitalist.com/portfolio/gold-history-of-gold-part-i</p> <p>Pony Express Websites: http://www.xphomestation.com/frm-today.html</p> |

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| | <p>Pony Express Manifest Destiny Oregon Trail Gold Rush The Mexican War</p> | <p>Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p> | | | <p>Pony Express Game: http://www.postalmuseum.si.edu/mmw/game/game.html Mexican American War Interactive Website: http://www.pbs.org/kerawar/index_flash.html Growth of our Nation – Animated Atlas: http://www.animatedatlas.com/movie.html</p> |
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| <p>2 Week</p> | <p>Unit VIII – Causes of the Civil War</p> <p>Content Statement: The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</p> <p>Essential Question: Why was the Civil War called a "War between brothers"?</p> <p>What was the outcome of the Civil War?</p> <p>Key ideas/concepts: Abraham Lincoln Slavery Election of 1860 John Brown Harriet Tubman Fredrick Douglas Abolitionism</p> | <p>Proficiencies:</p> <p>Identify the important events leading up to the civil war.</p> <p>Describe the struggles and mistreatment faced by slaves.</p> <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> | <p>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</p> | <p>Timeline of events leading to the civil war</p> <p>Presentation of Abolitionist</p> <p>Twitter feed of a slave escaping with the aid of the Underground Railroad</p> <p>Take Away: The causes and events of the Civil War.</p> | <p>Electoral Map of 1860 election</p> <p><i>Civil War</i> DVD ("The Cause")</p> <p>Life of a Plantation Slave: http://library.thinkquest.org/CR0215086/dailylife.htm</p> <p>The Underground Railroad Website: Information, Maps, Pictures, Interactive tools http://teacher.scholastic.com/activities/bhistory/underground_railroad/</p> |
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| | | <p>Gifted and Talented: Vary level of reading and primary source documents</p> | <p>movements Language Arts- Opposing viewpoints on slavery analyzing opposing viewpoints using textual evidence. Economics- Relate use of natural resources to economic development Science: Understand the development of medical technology during the Civil War Language Arts: Write an argument</p> | | |
| <p>3 Weeks</p> | <p>Unit IX – The Civil War</p> <p>The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</p> <p>Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p> <p>Essential Question: Was the Civil War fought to free the slaves or to prevent the break-up of the Union?</p> <p>Why do many people say the Civil War was the worst war in American History?</p> <p>Key ideas/concepts: Abraham Lincoln Ft. Sumter Advantages/disadvantages of the North of South Mobilization of war Emancipation Proclamation Turning points of the war</p> | <p>Proficiencies:</p> <p>Understand the major events of the civil war along with the cause and effect of the Civil War.</p> <p>Locate and Express the scope of the most significant battles of the Civil War.</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review</p> | <p>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:</p> | <p>Create a newspaper article informing readers of the results of a battle.</p> <p>Infographic illustrating the advantages and disadvantages of each side.</p> <p>Football style Civil War activity</p> <p>Take Away: The United States was unified at a great cost.</p> | <p><i>Glory</i> DVD</p> <p>Abraham Lincoln Info: http://www.nps.gov/webrangers/activities/abelincoln/</p> <p>Sherman’s March – interactive http://www.historyglobe.com/jamestown/</p> <p>NYTimes Interactive Civil War Website: http://www.nytimes.com/interactive/2010/10/29/opinion/20101029-civil-war.html?_r=0</p> <p>Washington Post Interactive Casualty Map: http://www.washingtonpost.com/wp-srv/lifestyle/special/civil-war-interactive/civil-war-battles-and-casualties-interactive-map/</p> <p>Interactive Civil War Website: http://teachinghistory.org/civil-war</p> |

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| | | <p>Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p> | <p>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 analyzing opposing viewpoints using textual evidence. Economics- Relate use of natural resources to economic development Science: Understand the development of medical technology during the Civil War Language Arts: Write an argument</p> | | <p>Great source of well illustrated Civil War Infographics and other Visual presentations of information: http://www.f-i.com/infographics/civilwar/ Civil War Interactive Photos http://www.havefunwithhistory.com/activities/cwm.html Be a Civil War Soldier Game: http://www.nps.gov/webrangers/activities/civilwar/ Lincoln's path to the White House Game: http://www.nps.gov/webrangers/activities/lincoln2/</p> |
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| <p>2 Weeks</p> | <p>Unit X – Reconstruction</p> <p>Content Statement: Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p> <p>Essential Question: What challenges did African Americans face after the Civil War?</p> <p>What efforts were put into place to rebuild or reconstruct the South?</p> <p>Key ideas/concepts: Andrew Johnson Freedman’s Bureau Black Codes Civil Rights Bill 13th Amendment 14th Amendment 15th Amendment Reconstruction Act Ku Klux Klan</p> | <p>Proficiencies: Evaluate the extent to which Reconstruction dealt with the issues related to the aftermath of the war.</p> <p>Describe how the lives of former slaves changed after the Civil War.</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented:</p> | <p>6.1.12.CivicsDP.4.a 6.1.12.CivicsDP.4.b 6.1.12.EconNE.4.a 6.1.12.GeoPP.4.a 6.1.12.HistoryCC.4.a 6.1.12.HistoryCC.4.b 6.1.12.HistoryCA.4.c 6.1.12.HistoryCC.4.a 6.1.12.HistorySE.14.a 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>Science, Language Arts</p> | <p>Infographic on the new amendments and civil rights bill.</p> <p>“Wanted” poster for KKK</p> <p>Baseball activity on Reconstruction facts</p> <p>Take Away: What was done to reconstruct the South after the Civil War’s end.</p> | <p>Reconstruction Info and Interactives: http://www.pbs.org/wgbh/amex/reconstruction/</p> <p>Images of reconstruction: http://digital.nypl.org/schomburg/images_aa19/reconst.cfm?tuvf7616</p> |
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| | | <p>Vary level of reading and primary source documents</p> | | | |
| <p>2 Weeks</p> | <p>Unit XI - The West</p> <p>Content Statement: The Homestead Act, the availability of land and natural resources, and the development 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>Key concepts/ideas: Western expansion Federal Indian policies Conflict between settlers and natives</p> | <p>Proficiencies: Evaluate westward expansion and its effects on Native Americans.</p> <p>Identify Americans' motivation to settle the west.</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking</p> | <p>Social Studies: 6.1.12.CivicsDP.4.b 6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a 6.1.12.GeoPP.4.a 6.1.12.GeoPP.5.a 6.1.12.HistoryCC.4.a 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</p> | <p>Create a Map</p> <p>Football style activity</p> <p>Create advertisement for moving out west.</p> <p>Stock a store: For people traveling west</p> <p>Take Away: Various groups of people were discriminated against and adversely affected by Westward Expansion.</p> | <p>Growth of our nation – Animated Atlas: http://www.animatedatlas.com/movie.html</p> <p>Railroad Interactive: http://www.nps.gov/webrangers/activities/rrc/index.cfm</p> |

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| | | <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content.</p> | <p>evidence. Economics- Relate use of natural resources to economic development</p> | | |
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| | | Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents | | | |
| 2 week | Final Review/ Project | | | | |
| <i>Final: Units VII-XI</i> | | | | | |

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 NJSLA – English Language Arts:</u></p> <p>WHST.9-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p>WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research</p> <p>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 NJSLA – Mathematics</u></p> <p>MP.4: Model with mathematics.</p> <p>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.</p> <p>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). ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). |

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

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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> |

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.

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.

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.

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.

Career Ready Practices

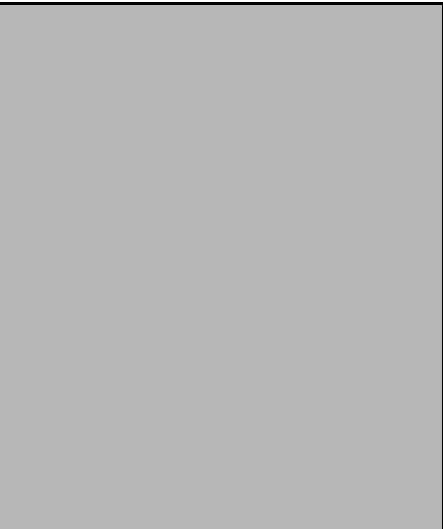
World History

US I

US II

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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>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> |

ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.



Career Ready Practices

World History

US I

US II

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.

Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of World History.

Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US I.

Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US II.

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.

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.

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.

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.

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 | |

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| A s s e s s m e n t s | Bold highlight or underline instructions |
| | 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 | |
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| Provide a table of contents for notebook/binder: conduct a weekly clean-up | |

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| Organizational Skills | 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/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 |
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| Assessments | Allow use of notes or formula pages on 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 |

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| t i o n a l A c t i v i t i e s | Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding |
| | 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. |
| | Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts |
| | 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 |
| | Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners. |
| 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 |
| Assessments | Provide study guides and support outside of class time to review before assessments (common time or after school) |
| | 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 |

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| e n t s | 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. |
| | 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 |
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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 | Instructional Activities | Provide a variety of concrete examples from familiar contexts |
| | | Build background knowledge of content and vocabulary from familiar contexts prior to readings |
| | | 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 |
| | | |
| A s s e s s m e n t s | 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 |
| | | |
| A s s e s s m e n t s | Assessments | Provide extra time for review prior to an assessment |
| | | Review, repeat, and clarify directions |
| | | Include word banks if helpful |

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| s e s s m e n t s | Chunk sections of assessment |
| | Shorten wording of questions |
| | Allow use of notes or formula pages on assessments in native language |
| | 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 |

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| Pascack Valley Regional High School District | |
| Social Studies/Business Accommodations/Modifications | |
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| Category | Gifted and Talented Accommodations/Modifications |
| | Provide supplementary or lengthier readings |

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| Instructional Activities | Provide enrichment activities |
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| Independent Practice & Assignments | Use inquiry-based practices and allow student opportunities to conduct additional research |
| | 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.