

Marking Period	Unit Title	Recommended Instructional Days
Marking Period 4	Era 5. The Development of the Industrial United States (1870–1900)	30-35 Days
<p>NJSLS - United States History: America in the World 6.1</p> <p>Disciplinary Strand: Disciplinary Concept:</p>		<p>Recommended Activities:</p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● DBQ: Progressivism: Where Will You Put Your Million Dollars? ● Impact of Railroads <ul style="list-style-type: none"> ○ Geographical and Historical Context ● Industrialization in the Gilded Age <ul style="list-style-type: none"> ○ Graphic Organizer: How did technology, natural resources, and transportation support the growth of industrialization in America between 1870 - 1910? ● Causes and Effects of Industrialization (1870 - 1910) <ul style="list-style-type: none"> ○ Analysis: What were the causes and effects of industrialization during the Gilded Age? ● Immigration and Urbanization <ul style="list-style-type: none"> ○ Create a timeline of immigration to the US ○ Identify pull and push causes ○ Using Evidence: What was the relationship between industrialization, immigration, and urbanization during the Gilded Age? ● Progressive Era Reform Movements <ul style="list-style-type: none"> ○ Graphic Organizer ● Booker T. Washington and W.E.B. Du Bois <ul style="list-style-type: none"> ○ Evaluating Sources: How did W.E.B Du Bois and Booker T. Washington respond to the industrial revolution, Jim Crow, and the Gilded age? Why did they develop different ideas about the role of education and citizenship?
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>	<p>6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p>	
<p>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</p>	<p>6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p>	
<p>Demographic shifts and migration patterns both influence and are impacted by</p>	<p>6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the</p>	

<p>social, economic, and political systems.</p>	<p>development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</p>	<p><u>Optional Extension Activities:</u></p> <ul style="list-style-type: none"> ● DBQ: The Philanthropy of Andrew Carnegie: Did it Make Him a Hero? ● Labor Movement <ul style="list-style-type: none"> ○ Analysis: What can we learn about the labor movement in the Gilded Age by comparing the Haymarket Riot, the Homestead Strike, the Pullman Strike, and the Ludlow Massacre? ● Robber barons or Captains of Industry? <ul style="list-style-type: none"> ○ Using Evidence: Why were the industrialists of the Gilded Age sometimes characterized as Robber Barons? Why were they sometimes characterized as Captains of Industry? ● Political Cartoons of the Gilded Age <ul style="list-style-type: none"> ○ Analysis: What can we learn about the Gilded age from analyzing a variety of political cartoons? How do political cartoons help document contemporary, historical or political thought? How do I analyze a political cartoon? ● Triangle Shirtwaist Factory Fire <ul style="list-style-type: none"> ○ Analysis: How did industrialization and urbanization contribute to the Triangle Shirtwaist Factory fire in 1911? ● Drugs Act <ul style="list-style-type: none"> ○ Using Evidence: chronological reasoning ● Populist Party Platform <ul style="list-style-type: none"> ○ Analysis: How did industrialization impact farmers? What reforms did the Populist Party propose? <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> ● Science: ● Language Arts: ● Art:
<p>Human settlement activities impact the environmental and cultural characteristics of specific places and regions.</p>	<p>6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</p>	
<p>The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.</p>	<p>6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations</p>	
<p>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>	<p>6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.</p>	
<p>Multiple economic indicators are used to measure the health of an economy</p>	<p>6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and</p>	

	<p>the impact of periods of expansion and recession on businesses and individuals</p>	<ul style="list-style-type: none"> ● Music: ● Fashion: <p><u>New Jersey Legislative Statutes and Administrative</u></p> <ul style="list-style-type: none"> ● Climate Change <ul style="list-style-type: none"> ● 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. (industrialization USI) <ul style="list-style-type: none"> ○ Impact of Industrialization on the environment <ul style="list-style-type: none"> ■ https://www.ecomena.org/environmental-impacts-of-industrialization/#:~:text=Finally%2C%20industrialization%20has%20led%20to,strip%20mines%20and%20gravel%20pits.
<p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>	<p>6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.</p>	
<p>Complex interacting factors influence people's perspective.</p>	<p>6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p>	
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<p>6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations</p>	
<p>Human Environment Interaction: Human settlement activities impact the environmental and cultural characteristics of specific places and regions.</p>	<p>6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment</p>	

	and on the quality of life in cities. (industrialization USI)	
NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Political and civil institutions impact all aspects of people's lives	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	<u>Unit Overarching Essential Question:</u> <ul style="list-style-type: none"> ● A. Civics, Government, and Human Rights <ul style="list-style-type: none"> ○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● B. Geography, People, and the Environment <ul style="list-style-type: none"> ○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> ○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? ○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● D. History, Culture, and Perspectives <ul style="list-style-type: none"> ○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and
Governments have different structures which impact development (expansion) and civic participation.	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this</p>	

	<p>information with individuals who might benefit from this information</p>	<p>change, and how do they influence our beliefs and decisions about current public policy issues?</p> <ul style="list-style-type: none"> ○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
<p>Civic participation and deliberation are the responsibility of every member of society</p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	
<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to</p>	

	<p>explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes</p>	

	<p>(e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	
<p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>	

Social Studies Practices	
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 	
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals.

	<ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● DBQ: Progressivism: Where Will You Put Your Million Dollars? ● Impact of Railroads <ul style="list-style-type: none"> ○ Geographical and Historical Context ● Industrialization in the Gilded Age <ul style="list-style-type: none"> ○ Graphic Organizer: How did technology, natural resources, and transportation support the growth of industrialization in America between 1870 - 1910? ● Causes and Effects of Industrialization (1870 - 1910) <ul style="list-style-type: none"> ○ Analysis: What were the causes and effects of industrialization during the Gilded Age? ● Immigration and Urbanization <ul style="list-style-type: none"> ○ Using Evidence: What was the relationship between industrialization, immigration, and urbanization during the Gilded Age? ● Progressive Era Reform Movements <ul style="list-style-type: none"> ○ Graphic Organizer ● Booker T. Washington and W.E.B. Du Bois <ul style="list-style-type: none"> ○ Evaluating Sources: How did W.E.B Du Bois and Booker T. Washington respond to the industrial revolution, Jim Crow, and the Gilded age? Why did 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Document Analysis - Research various topics of the ● DBQ: Progressivism: Where Will You Put Your Million Dollars? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate/Project ● Tests/Assessments 	

<p>they develop different ideas about the role of education and citizenship?</p> <ul style="list-style-type: none"> ● Newsela Articles ● Image Analysis & Graphic Organizers/Gallery Walk ● Map Skills Assignments ● Analyzing Political Cartoons ● Identify and summarize points of view ● Online Games: Quizizz and Quizlet for content and vocabulary respectively ● Quizzes ● Flip Books ● Debates/Discussions ● Data Based Questions ● Document Based Questions ● Small and large group discussions ● Peer reviews ● View films ● Listen to audio ● Conduct interviews ● Simulations ● Analyze statistics ● Policy analysis and recommendations ● Persuasive/Expository Writing Prompts 			
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● HMH. <i>American History</i> ● Pearson, <i>The African-American Odyssey</i> 	<ul style="list-style-type: none"> ● Skill building activities ● Pearson's Pacemaker Series ● DBQ Online ● ProEd Shorts 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects

<ul style="list-style-type: none"> ● Pearson’s Pacemaker Series, United States History ● Teacher’s Curriculum Institute: History Alive! ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS 	<ul style="list-style-type: none"> ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards ● HMH. <i>American History</i> 	<p>language</p> <ul style="list-style-type: none"> ● Pearson’s Pacemaker Series ● ProEd Shorts ● NewsELA 	<ul style="list-style-type: none"> ● Choice Boards ● Inquiry projects ● Genius Hour Projects ● HMH. <i>American History</i>
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, <p>Other:</p> <ul style="list-style-type: none"> ● Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments

<ul style="list-style-type: none"> ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers 	<ul style="list-style-type: none"> ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Enrichment activities & projects ● Choice Boards ● Inquiry projects
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness
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<p>Exploration, Preparation and Training</p> <ul style="list-style-type: none"> Standard 9.3: Career and Technical Education Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> Information and Media Literacy Technology Literacy 	
	<p>Core Ideas:</p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p>Performance Expectation/s:</p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> Critical Thinking & Problem Solving Creativity and Innovation Collaboration, Teamwork and Leadership Cross-Cultural Understanding and Interpersonal Communications 	

	<ul style="list-style-type: none"> • Communication and Media Fluency • Accountability, Productivity and Ethics <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>
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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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