History of New Jersey

Content Area: **Social Studies**
Course(s): **History of New Jersey**
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Course Overview: Objectives, Benchmarking, and Screening Plan

The History of New Jersey semester course provides high school students with an in-depth exploration of the state's rich history, diverse culture, and significant contributions to the nation. Students will engage with various aspects of New Jersey's development from its indigenous roots to modern times. Through a combination of readings, lectures, projects, research, and discussions, students will gain a comprehensive understanding of the political, social, and economic forces that have influenced New Jersey's development and identity. By examining primary sources and engaging with historical debates, students will also learn how to think critically about the past and draw connections between historical events and contemporary issues facing the state.

The History of New Jersey course is a comprehensive half-year program designed for high school students to explore the rich and diverse history of the Garden State. This course is designed to take you on a fun and educational journey through the history, culture, geography, and unique characteristics of the great state of New Jersey from its indigenous roots and colonial beginnings to its pivotal role in the industrial revolution and its contemporary significance.

Course Name, Length, Date of Revision and Curriculum Writer

History of New Jersey

Semester Course (2.5 credits)

6/2025

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Unit 1: Introduction to New Jersey

Content Area: **Sample Content Area**
Course(s):   **History of New Jersey**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

In this unit, students will embark on a comprehensive exploration of New Jersey, also known as the Garden State. Over the course of 1-2 weeks, they will delve into the historical and cultural significance behind New Jersey's nickname and uncover key historical events and figures that have shaped the state. The unit will also cover the diverse cultural heritage and contributions of various communities within New Jersey, fostering a deeper appreciation for its rich cultural mosaic.

Students will then move on to study the geography and topography of New Jersey, identifying and describing the major geographical regions and their distinct physical features. They will learn how these features have influenced settlement patterns, economic activities, and transportation networks. Additionally, the unit will highlight the state's natural resources and their economic impact.

Finally, the unit will focus on New Jersey's role in trade and commerce. Students will analyze the state's key imports and exports, understanding the economic importance of its ports and transportation infrastructure. They will explore how trade and commerce have contributed to New Jersey's development and economic growth. This comprehensive overview will provide students with a well-rounded understanding of New Jersey's historical, geographical, and economic landscape.

Enduring Understandings

- **Welcome to the Garden State:**
    - Students will understand the historical and cultural significance of New Jersey's nickname, "The Garden State."
    - Students will explore key historical events and figures that have shaped New Jersey.
    - Students will appreciate the diverse cultural heritage and contributions of various communities in New Jersey.
- **Geography and Topography of New Jersey:**
    - Students will identify and describe the major geographical regions of New Jersey, including their physical features.
    - Students will understand how New Jersey's topography has influenced settlement patterns, economic activities, and transportation.
    - Students will explore the state's natural resources and their impact on local and state economies.
- **Imports/Exports:**
    - Students will analyze New Jersey's role in national and international trade, focusing on key imports and exports.
    - Students will understand the economic significance of New Jersey's ports and transportation infrastructure.
    - Students will examine how trade and commerce have shaped the state's economy and contributed to its development.

Essential Questions

- **Welcome to the Garden State:**
  - Students will understand the historical and cultural significance of New Jersey's nickname, "The Garden State."
  - Students will explore key historical events and figures that have shaped New Jersey.
  - Students will appreciate the diverse cultural heritage and contributions of various communities in New Jersey.
- **Geography and Topography of New Jersey:**
  - Students will identify and describe the major geographical regions of New Jersey, including their physical features.
  - Students will understand how New Jersey's topography has influenced settlement patterns, economic activities, and transportation.
  - Students will explore the state's natural resources and their impact on local and state economies.
- **Imports/Exports:**
  - Students will analyze New Jersey's role in national and international trade, focusing on key imports and exports.
  - Students will understand the economic significance of New Jersey's ports and transportation infrastructure.
  - Students will examine how trade and commerce have shaped the state's economy and contributed to its development.

Unit Summative Assessment and Alternate Assessment Options

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period based documents, Free response questions, group projects, individual students projects, class participation, Unit exam, Quarterly Exam

Resources

1. Textbooks and Readings
- "The History of New Jersey" by Thomas Fleming
- "Mapping New Jersey: An Evolving Landscape" by Maxine Lurie and Peter O. Wacker

2. Documentaries and Videos
- "New Jersey: A History of the Garden State" (PBS Documentary)
- "Geography of New Jersey" (YouTube series by NJ.com)

3. Interactive Maps and GIS Tools
- New Jersey Geographic Information Network (NJGIN)
- ArcGIS Online

4. Primary Sources and Historical Documents
- New Jersey Digital Highway
- Library of Congress: American Memory Collection

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Unit 1 Introduction to New Jersey Welcome to the Garden State Geography and Topography of New Jersey Imports/Exports 10 Days	Students will be able to identify the location of New Jersey on a map and describe its nickname as the Garden State. Students will differentiate between the various regions of New Jersey based on their topographical features. Students will analyze the geography and topography of New Jersey, including its major landforms and bodies of water. Students will investigate the major imports and exports of New Jersey and analyze their importance to the state's economy.	Refer to Section Activities/Resources	Quarter 1 Exam Refer to Suggested Benchmark/Assessments
Section 1: Geography of New Jersey 3-5 Days	Identify the location of New Jersey on a map of the United States. Explain the significance of New Jersey's nickname, the Garden State. Describe reasons why New Jersey is a unique and important state to study.	Present key points through a WebQuest where students explore interactive maps and videos on the State of NJ. Provide guided notes for students to fill in as they learn about each major landform and body of water. Scaffold questioning by starting with identification tasks and progressing to analysis questions. Assign students to create their own map of New Jersey, accurately labeling the major landforms and bodies of water. Research and write a short paragraph on how a specific	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate assessments

		landform in New Jersey impacts the environment.	
Section 2: Topography of New Jersey 2-3 Days	Identifying the different regions of New Jersey based on their topographical features. Describe the impact of topography on the geography of New Jersey. Comparing and contrasting the topographical features of various regions in the state.	Create a visual presentation showcasing the topographical features of different regions in New Jersey and provide explanations for how these features impact the geography of the state. Assign pairs of students to investigate two different regions of New Jersey. They should focus on the unique and shared topographical features of each region. Students will fill out a Venn diagram with their findings, noting similarities and differences in topographical features.	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate assessments
Section 3: Imports and Exports of New Jersey 2-3 Days	Imports and Exports of New Jersey Identify major imports and exports of New Jersey Analyze the significance of these imports and exports to the state's economy Discuss the types of jobs related to the import and export industry in New Jersey	You tube video of New Jersey's import and export activities Discussion about the impact of a specific import or export on the state's economy Guided notes of different job roles related to the import and export industry Research a specific import or export of New Jersey and create a short presentation include information on the economic impact and job opportunities related to their chosen import or export	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate Assessments

Standards for Course Content Area and Cross Content Standards Addressed

SOC.3-5.D2.Eco.3.3-5	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
SOC.3-5.D2.Geo.1.3-5	Construct maps and other graphic representations of both familiar and unfamiliar places.
SOC.3-5.D2.Geo.2.3-5	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
SOC.3-5.D2.Geo.3.3-5	Use maps of different scales to describe the locations of cultural and environmental characteristics.
SOC.3-5.D2.His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
	Geographic Representations: Spatial Views of the World

Suggested Modifications for Students with Disabilities, 504 Eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*
- Ongoing collaboration between history teachers and special education teachers to adapt historical content and skills instruction to student needs
- Preferential seating to support student focus during lectures, discussions, or group document analysis
- Printed and highlighted guided notes or partially completed outlines aligned to history lectures, readings, or videos
- Modified DBQs, timelines, essay prompts, and reading comprehension questions using simplified language or focused content
- Repetition and paraphrasing of historical instructions or directions; use of prompting questions to refocus students during extended activities
- Reading aloud of primary and secondary sources, assessment questions, or directions when appropriate
- Extended time on written assessments, document-based essays, and research projects
- Alternative formats for demonstrating historical understanding
- Use of assistive technology such as text-to-speech for historical readings or speech-to-text for historical writing
- Scheduled or as-needed breaks to support sustained attention during lengthy reading, writing, or testing tasks
- Quiet environment access for tests or independent assignments requiring historical analysis
- Organizational supports including structured graphic organizers and daily/weekly checklists to manage pacing of long-term assignments

504-Eligible Students:*
- Regular collaboration with support staff to ensure accommodations are implemented consistently in historical content and skills-based tasks
- Preferential seating during lectures, debates, or film analysis to limit distractions
- Access to printed, highlighted, or scaffolded notes summarizing key historical concepts, timelines, and vocabulary
- Extended time on historical essays, unit assessments, and document analysis activities
- Verbal, dictated, or technology-assisted response options on history assignments and assessments
- Adjusted or reduced workload on assignments that focus on essential historical concepts without sacrificing content mastery
- Assistive technology use
- Breaks as needed during independent historical reading or assessment periods
- Alternative assessment formats including project-based or oral assessments of historical understanding
- Access to quiet testing environments for focused engagement with history materials

- Support with pacing large assignments using graphic organizers

Multilingual Language Learners (MLL):
- Collaboration with ESL teachers to adapt history content and vocabulary to language proficiency levels
- Use of audio-recorded lectures, bilingual resources, or translated historical materials when feasible
- Permission to use translation dictionaries or bilingual glossaries during instruction and assessments
- Encouragement of oral responses or audio-recorded assignments as alternatives to written assessments in English
- Technology integration to assist with history-based reading and writing tasks
- Key terms, people, and concepts highlighted in readings and lecture slides to guide comprehension
- Use of historical graphic organizers to support note-taking, sequencing of events, and analysis of sources
- Peer supports or buddy systems during collaborative projects and historical debates
- Visual aids and real-world comparisons to support historical understanding
- Modified assignments that focus on critical historical themes and concepts over breadth of content
- Scaffolding supports including sentence frames for historical writing, guided DBQ introductions, and vocabulary previews

At-Risk Students:
- Targeted small group instruction during research, essay writing, or document analysis tasks
- Clear, sequential modeling of historical thinking routines
- Real-world and contemporary connections to historical topics to enhance relevance
- Frequent formative checks, including exit tickets and one-on-one conferencing during research or writing tasks
- Scaffolded learning tasks such as graphic-organized note-taking, document deconstruction, and writing templates
- Peer support systems or collaborative work to foster accountability and shared learning
- Interactive and hands-on activities to promote active engagement
- Flexible deadlines on historical projects or essays and opportunities to revise after feedback
- Regular check-ins with history teachers or support staff to address academic and emotional needs
- Goal-setting routines and praise systems tied to historical skill development

Gifted Students:
- Opportunities for in-depth historical inquiry through thematic studies or independent research on underrepresented topics
- Access to enrichment resources such as academic journals, documentaries, or podcasts aligned with historical themes
- Encouragement of student-directed learning paths, including personalized research questions or project formats
- Assignments that promote synthesis of knowledge across time periods or disciplines
- Roles as discussion leaders, peer editors, or facilitators in group history projects and Socratic seminars
- Invitations to develop independent history capstones or participate in competitions
- Tasks that promote evaluation of multiple interpretations of historical events and the construction of nuanced arguments

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app,Google Workspace (Docs, Slides, Sheets) , iAmerica app, Microsoft Office apps, TimelineJS, Google Expeditions,StoryMapJS, Canva or Prezi, HP Reveal, New Jersey Digital Highway, ArcGIS Online.

CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.EC	Ethics & Culture
CS.9-12.NT	Nature of Technology
CS.9-12.ETW	Effects of Technology on the Natural World
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
	The availability of technology for essential tasks varies in different parts of the world.
	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

Career Readiness, Life Literacies and Key Skills Practice

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC	Digital Citizenship
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.5	Explain what a digital footprint is and how it is created.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.IML	Information and Media Literacy
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.

Digital artifacts can be owned by individuals or organizations.

Individuals from different cultures may have different points of view and experiences.

An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Brainstorming can create new, innovative ideas.

Digital communities allow for social interactions that can result in positive or negative outcomes.

Unit 2: History of New Jersey

Content Area: **Social Studies**
Course(s): **History of New Jersey**
Time Period: **Semester**
Length: **Semester**
Status: **Published**

Summary of the Unit

The History of New Jersey unit will provide students with a comprehensive understanding of the state's rich and diverse past. The journey begins with an exploration of the Native American Nations, particularly the Lenape Indians, who were the original inhabitants of the region. Students will learn about their culture, social structure, and interactions with early European settlers. The unit then transitions to the arrival of the first settlers in New Jersey, examining the motivations behind their migration, the challenges they faced, and the settlements they established. The pivotal role of New Jersey in the Revolutionary War will be highlighted, showcasing key battles and contributions of the state to the American fight for independence. As one of the original 13 states, New Jersey's early role in the formation of the United States will be explored, focusing on its participation in the Continental Congress and the ratification of the Constitution. The unit will also cover major historical events involving New Jersey, such as its critical role in the Underground Railroad, the innovations at Menlo Park led by Thomas Edison, and other significant developments. A special focus will be placed on Sayreville, detailing its local history, including the establishment and impact of the Sayre and Fischer Factory, the Sayreville Museum, and the tragic Munitions Factory Explosion. This will provide students with a closer look at the local history that shaped their community. Finally, the unit will examine immigration patterns to New Jersey, exploring the waves of immigrants who have contributed to the state's demographic diversity and cultural richness. Students will gain insights into how these patterns have influenced the social and economic fabric of New Jersey.

By the end of this unit, students will have a well-rounded understanding of New Jersey's history, from its indigenous roots to its modern-day significance, with a special emphasis on local historical events that have shaped the community of Sayreville.

Enduring Understandings

- **Native American Nations (e.g., the Lenape Indians):**
    - Students will understand the culture, social structures, and daily lives of the Lenape Indians and other Native American nations in New Jersey.
    - Students will recognize the impact of European colonization on Native American communities in New Jersey.
- **First Settlers in New Jersey:**
    - Students will explore the motivations, challenges, and achievements of the first European settlers in New Jersey.
    - Students will understand the interactions between settlers and Native American populations and their long-term implications.
- **New Jersey's Role in the Revolutionary War:**
    - Students will comprehend the strategic importance of New Jersey in the Revolutionary War and its key battles and contributions.
    - Students will recognize the impact of the Revolutionary War on New Jersey's society and development.

- **New Jersey's Role as One of the Original 13 States:**
  - o Students will understand New Jersey's involvement in the formation of the United States, including its participation in the Continental Congress and the ratification of the Constitution.
  - o Students will appreciate the significance of New Jersey's contributions to early American governance and politics.
- **Major Historical Events Involving New Jersey (Underground Railroad, Menlo Park, etc.):**
  - o Students will explore New Jersey's role in the Underground Railroad and its significance in the abolitionist movement.
  - o Students will understand the innovations and contributions of Thomas Edison and Menlo Park to industrial and technological advancements.
  - o Students will recognize other key historical events in New Jersey that have had a broader national impact.
- **Sayreville History (Sayre and Fischer Factory, Sayreville Museum, Munitions Factory Explosion):**
  - o Students will gain insights into the local history of Sayreville, including its industrial developments and significant historical events.
  - o Students will understand the impact of the Munitions Factory Explosion on the community and its historical significance.
- **Immigration Patterns:**
  - o Students will analyze the waves of immigration to New Jersey and the diverse cultural influences these populations brought.
  - o Students will understand how immigration patterns have shaped the social, economic, and cultural landscape of New Jersey over time.

Essential Questions

1. How did the Lenape Indians and other Native American nations shape the early history and culture of New Jersey, and what were the consequences of European colonization on these communities?
2. What were the motivations behind the first European settlements in New Jersey, and how did these settlers interact with and impact the indigenous populations?
3. In what ways did New Jersey play a strategic role in the Revolutionary War, and how did the war influence the state's development and society?
4. What contributions did New Jersey make as one of the original 13 states in the formation and early governance of the United States?
5. How did New Jersey contribute to significant historical events such as the Underground Railroad and the industrial innovations at Menlo Park, and what was their broader impact on the nation?
6. How have immigration patterns influenced the social, economic, and cultural development of New Jersey throughout its history, and what specific examples from Sayreville illustrate these broader trends?

Summative Assessment and/or Summative Criteria

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period based documents, Free response questions, group projects, individual students projects, class participation, Unit exam, Quarterly Exam

Resources

1. Textbooks and Readings

- "A History of New Jersey: From the Revolution to Today" by John T. Cunningham
- "The Lenape-Delaware Indian Heritage: 10,000 B.C. to 2000 A.D." by Herbert C. Kraft
- "New Jersey in the American Revolution" by Barbara J. Mitnick

2. Documentaries and Videos

- "The Lenape: The Original People of New Jersey" (PBS Special)
- "The American Revolution: New Jersey's Crucial Role" (History Channel)
- "Sayreville: The Birth of a Town" (Local History Series)

3. Primary Sources and Historical Documents

- New Jersey State Archives
- Library of Congress: Revolutionary War Collection
- Sayreville Historical Society Archives

4. Websites and Online Resources

- Lenape Lifeways Educational Program
- The New Jersey Historical Society
- Sayreville Historical Society Website

5. Books and Articles on Local History

- "Sayreville: History and Heritage" by Brian Armstrong
- "New Jersey: A History of the Garden State" edited by Maxine N. Lurie and Richard Veit

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Unit 2: History of New Jersey Native American Nations (i.e. the Lenape Indians) First Settlers in New Jersey New Jersey's Role in the Revolutionary War New Jersey's Major Historical Events New Jersey's Economy and Society in the 17th and 18th Centuries Sayreville History	Understand the Culture and Society of the Lenape and Examine the Impact of European Contact on the Lenape. Analyze the Arrival of Dutch and Swedish Settlers and Understand the Transition to English Rule. Identify Key Battles and Events in New Jersey During the War and Understand the Impact of the War on New Jersey's People. Understand the pivotal role of New Jersey in shaping American history by examining key events such as its critical involvement in the Underground Railroad, the revolutionary innovations at Menlo Park, the impact of the Hindenburg disaster on aviation, and the significance of labor	Refer to Section Activities/Resources	Quarter 1 Exam Refer to Suggested Benchmark/Assessments

(Sayre and Fischer Factory/Sayreville Museum/Munitions Factory Explosion) 6 to 7 Weeks	movements like the Paterson Silk Strike and Passaic Textile Strike in advancing workers' rights and influencing labor laws nationwide. Understand the Economic Foundations of Colonial New Jersey and Analyze the Social Structure of Colonial New Jersey. Explore the historical development of Sayreville by examining the founding and economic impact of the Sayre and Fischer brick factory, the industrial growth that shaped the town's economy and infrastructure, the causes and consequences of the 1918 munitions factory explosion on the local community and wartime efforts, and the vital role of the Sayreville Museum in preserving and interpreting the town's industrial and wartime legacy.		
Section 1: Native American Nations (Lenape Indians) 1 Week	Students will understand the major Native American nations that inhabited New Jersey and their significance. Students will be able to identify key aspects of Native American culture and specifically the Lenape Indians' history and geography. Students will describe the social structure and daily life of the Lenape Indians. Students will analyze the spiritual beliefs and traditions of the Lenape Indians.	Introduce the Lenape Nation with a PowerPoint presentation covering their origins, territory, and culture. Watch a short documentary clip about the Lenape. Group reading of a text describing Lenape family roles, governance, and daily activities. Create a social structure chart on poster paper to visualize family roles and community organization. Lecture on Lenape spirituality, including creation stories and significant rituals. Students will create a visual representation (drawing or digital) of a Lenape creation story.	Section Quiz and Test Primary Source Document Analysis Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Vocab Assessments Section Review Exit Tickets Homework
Section 2: First Settlers in New Jersey	Students will understand the reasons for European exploration and settlement in New Jersey. Students will analyze the impact	Quick write - students will summarize in one paragraph why Europeans settled in New Jersey. Group presentation on one aspect	Section Quiz and Test Primary Source Document Analysis Class discussion

1 Week	of Dutch settlers on New Jersey's culture and economy. Students will explore the contributions of Swedish settlers to New Jersey. Students will evaluate the interactions between Native Americans and European settlers.	of Dutch influence. Create a timeline of significant events related to Swedish settlements. Write a comparative essay on Native American and European ways of life. Students will engage in a role-playing activity where they assume the identities of various settlers and Native Americans to discuss their perspectives during that time period.	Oral reports Cooperative learning activities Technology-based projects Group projects and reports Vocab Assessments Section Review Exit Tickets Homework
Section 3: New Jersey's Economy and Society in the 17th and 18th Centuries 2-3 Weeks	Students will understand the key economic activities in New Jersey during the 17th century, including agriculture, trade, and industry. Understand the main agricultural products and practices in 17th-century New Jersey. Analyze the role of trade in New Jersey's economy, especially its position between New York and Philadelphia. Explore early industries, such as ironworks, and how they shaped the colony's development. Students will examine the changes in New Jersey's economy and society as it transitioned into the 18th century.	PowerPoint or visual aids about colonial New Jersey. Primary source excerpts (e.g., letters or trade documents from the period). Read excerpts from early colonial charters or land grants to understand the organization of colonial society and land ownership. Students will analyze how these documents shaped New Jersey's social structure and economy. Introduce the practice of slavery in New Jersey and its role in the colony's economy. Use census data from the 17th and 18th centuries to show the growth of the enslaved population. Documentary Viewing: Watch a short documentary or video clip on the role of slavery in colonial America, with a focus on New Jersey. Students will take notes on the economic and social impact of slavery.	Section Quiz and Test Primary Source Document Analysis Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Vocab Assessments Section Review Exit Tickets Homework
Section 4: New Jersey's Role in the Revolutionary War	Students will understand the context of the Revolutionary War and identify New Jersey's geographical and strategic	Participation in a class discussion and completion of a map activity identifying key locations in New Jersey during the war.	Section Quiz and Test Primary Source Document Analysis Class discussion Oral reports

1 Week	importance. Students will research and present on key figures from New Jersey who played significant roles in the Revolutionary War. Students will analyze the significance of major battles fought in New Jersey during the Revolutionary War. Students will explore how the Revolutionary War affected various groups in New Jersey, including soldiers, civilians, and enslaved people. Students will synthesize their learning and evaluate New Jersey's contributions to the Revolutionary War.	Group presentations on assigned figures, including a visual aid. Profiles of figures such as William Livingston, Philip Schuyler, and others. Discussion of their contributions and impact on the war. Create a timeline of battles with explanations of their outcomes and impacts. Overview of battles such as the Battle of Trenton and the Battle of Princeton. The role of New Jersey in the larger context of the war. Write a reflective essay on the societal changes resulting from the war. Discussion of social structure before and after the war. Include the role of women and people of color during the war. Host a debate on whether New Jersey played a more significant role than other states during the Revolutionary War. Play a simulation game where the students will represent different colonial and British interests under a mercantilist system and discuss how it affected the colonists in New Jersey.	Cooperative learning activities Technology-based projects Group projects and reports Vocab Assessments Section Review Exit Tickets Homework
Section 5: Major Historical Events involving NJ 1-2 Weeks	Explore how New Jersey served as a critical route for escaping enslaved individuals during the 19th century. Analyze the role of abolitionist communities and individuals, such as Quakers and Harriet Tubman, in assisting freedom seekers. Understand the significance of Menlo Park as the birthplace of modern industrial research. Analyze the Impact of the Hindenburg Disaster. Investigate the causes and consequences of the Hindenburg disaster of 1937.	Watch a short documentary on the Underground Railroad, highlighting New Jersey's routes and abolitionist efforts. Primary Source Analysis: Examine letters or narratives from individuals who escaped via the Underground Railroad, focusing on New Jersey's role. Students will discuss the dangers and the bravery involved. Map Activity: Students will label Underground Railroad routes on a map of New Jersey, identifying key locations such as Burlington, Jersey City, and Camden.	Section Quiz and Test Primary Source Document Analysis Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Vocab Assessments Section Review Exit Tickets

	Examine the causes and effects of the Paterson Silk Strike (1913) and the Passaic Textile Strike (1926).	Lecture: Discuss Edison's major inventions (e.g., light bulb, phonograph) and how Menlo Park became a hub of innovation. Watch a short video about Edison's inventions and discuss their long-term effects on technology. Show a short documentary or newsreel about the Hindenburg disaster. Primary Source Analysis: Students will read newspaper articles and firsthand accounts from the time of the disaster and discuss how the event impacted public perception of air travel. Debate: Divide the class into two groups to debate whether airship travel could have remained a viable mode of transportation despite the Hindenburg disaster. Lecture on the causes and outcomes of the Paterson Silk Strike, focusing on worker conditions and the labor movement. Primary Source Analysis: Examine strike leaflets or labor union speeches from the time. Analyze the Passaic Textile Strike, focusing on the working conditions, immigrant labor, and the strike's effect on New Jersey's labor laws. Group Research Activity: In groups, students will research the role of different immigrant groups in the strike (e.g., Eastern European immigrants) and present their findings. Newspaper Creation: Each group will create a front-page article detailing the strike from different perspectives (workers, factory	

		owners, and the government).	
Section 6: The History of Sayreville NJ 1 Week	Students will understand the historical context and significance of the Sayre and Fischer Brick Factory in New Jersey. Students will analyze the events surrounding the Sayreville munitions factory explosion during World War I. Students will evaluate the importance of preserving local history through the Sayreville Museum. Students will identify and propose ways to engage the community in preserving local history.	PowerPoint presentation or visual aids on Sayreville's history Lecture on the rise of industrialization in New Jersey, focusing on the brick industry. Look at a Map of Sayreville, showing key historical sites. Photos of Sayre and Fischer Brick Company, the munitions factory, and the Sayreville Museum. Group discussion on the importance of local industries and their impact on communities. Research activity on the timeline of events leading up to the Factory explosion. Create a cause-and-effect chart of the explosion's impact on the local community. Handouts with a timeline of significant events in Sayreville's development	Section Quiz and Test Primary Source Document Analysis Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Vocab Assessments Section Review Exit Tickets Homework

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1.1	Colonization and Settlement (1585–1763)
	Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
SOC.6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
SOC.6.1.2	Revolution and the New Nation (1754–1820s)
	Chronological sequencing serves as a tool for analyzing past and present events.
	To better understand the historical perspective, one must consider historical context.
SOC.6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
	Resources impact what is produced and employment opportunities.
SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international

	markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.5	The Development of the Industrial United States (1870–1900)
	Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
SOC.6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
	There are multiple and complex causes and effects of historical events.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SOC.6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
	Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.

Suggested Modifications for Students with Disabilities, 504 Eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*
- Ongoing collaboration between history teachers and special education teachers to adapt historical content and skills instruction to student needs
- Preferential seating to support student focus during lectures, discussions, or group document analysis
- Printed and highlighted guided notes or partially completed outlines aligned to history lectures, readings, or videos
- Modified DBQs, timelines, essay prompts, and reading comprehension questions using simplified language or focused content
- Repetition and paraphrasing of historical instructions or directions; use of prompting questions to refocus students during extended activities
- Reading aloud of primary and secondary sources, assessment questions, or directions when appropriate
- Extended time on written assessments, document-based essays, and research projects
- Alternative formats for demonstrating historical understanding
- Use of assistive technology such as text-to-speech for historical readings or speech-to-text for historical writing
- Scheduled or as-needed breaks to support sustained attention during lengthy reading, writing, or testing tasks
- Quiet environment access for tests or independent assignments requiring historical analysis
- Organizational supports including structured graphic organizers and daily/weekly checklists to manage pacing of long-term assignments

504-Eligible Students:*
- Regular collaboration with support staff to ensure accommodations are implemented consistently in historical content and skills-based tasks
- Preferential seating during lectures, debates, or film analysis to limit distractions
- Access to printed, highlighted, or scaffolded notes summarizing key historical concepts, timelines, and vocabulary

- Extended time on historical essays, unit assessments, and document analysis activities
- Verbal, dictated, or technology-assisted response options on history assignments and assessments
- Adjusted or reduced workload on assignments that focus on essential historical concepts without sacrificing content mastery
- Assistive technology use
- Breaks as needed during independent historical reading or assessment periods
- Alternative assessment formats including project-based or oral assessments of historical understanding
- Access to quiet testing environments for focused engagement with history materials
- Support with pacing large assignments using graphic organizers

Multilingual Language Learners (MLL):
- Collaboration with ESL teachers to adapt history content and vocabulary to language proficiency levels
- Use of audio-recorded lectures, bilingual resources, or translated historical materials when feasible
- Permission to use translation dictionaries or bilingual glossaries during instruction and assessments
- Encouragement of oral responses or audio-recorded assignments as alternatives to written assessments in English
- Technology integration to assist with history-based reading and writing tasks
- Key terms, people, and concepts highlighted in readings and lecture slides to guide comprehension
- Use of historical graphic organizers to support note-taking, sequencing of events, and analysis of sources
- Peer supports or buddy systems during collaborative projects and historical debates
- Visual aids and real-world comparisons to support historical understanding
- Modified assignments that focus on critical historical themes and concepts over breadth of content
- Scaffolding supports including sentence frames for historical writing, guided DBQ introductions, and vocabulary previews

At-Risk Students:
- Targeted small group instruction during research, essay writing, or document analysis tasks
- Clear, sequential modeling of historical thinking routines
- Real-world and contemporary connections to historical topics to enhance relevance
- Frequent formative checks, including exit tickets and one-on-one conferencing during research or writing tasks
- Scaffolded learning tasks such as graphic-organized note-taking, document deconstruction, and writing templates
- Peer support systems or collaborative work to foster accountability and shared learning
- Interactive and hands-on activities to promote active engagement
- Flexible deadlines on historical projects or essays and opportunities to revise after feedback
- Regular check-ins with history teachers or support staff to address academic and emotional needs
- Goal-setting routines and praise systems tied to historical skill development

Gifted Students:
- Opportunities for in-depth historical inquiry through thematic studies or independent research on underrepresented topics
- Access to enrichment resources such as academic journals, documentaries, or podcasts aligned with historical themes
- Encouragement of student-directed learning paths, including personalized research questions or project formats
- Assignments that promote synthesis of knowledge across time periods or disciplines
- Roles as discussion leaders, peer editors, or facilitators in group history projects and Socratic seminars
- Invitations to develop independent history capstones or participate in competitions
- Tasks that promote evaluation of multiple interpretations of historical events and the construction of nuanced arguments

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app,Google Workspace (Docs, Slides, Sheets) , iAmerica app, Microsoft Office apps, TimelineJS, Google Expeditions,StoryMapJS, Canva or Prezi, HP Reveal, New Jersey Digital Highway, ArcGIS Online.

CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ED.1	Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
CS.9-12.8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
CS.9-12.8.2.12.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.
CS.9-12.EC	Ethics & Culture
	Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.
	Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.2.DC	Digital Citizenship

TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.5	Explain what a digital footprint is and how it is created.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.GCA	Global and Cultural Awareness
	Digital artifacts can be owned by individuals or organizations.

Unit 3: State and Local Government in New Jersey

Content Area: **Social Studies**
Course(s):   **History of New Jersey**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit on State and Local Government in New Jersey provides students with an in-depth understanding of the governmental structures and functions at the local, county, and state levels. Over the course of several weeks, students will explore how government operates in their community, county, and state, gaining insights into the roles and responsibilities at each level. The unit begins with an overview of local governance in Sayreville, examining the roles of the mayor, town council, and local agencies in addressing community needs and enacting policies. It then transitions to Middlesex County, where students will explore the county government's structure, including the Board of Chosen Freeholders (County Commissioners) and various county departments that provide regional services like public health and transportation. Finally, the unit delves into the New Jersey State Government, studying the executive, legislative, and judicial branches, their interactions, and the process of creating and implementing state laws, as well as the roles of state agencies and departments.

Enduring Understandings

- **Local Governance in New Jersey (Sayreville):**
    - Students will understand the structure and functions of municipal government in Sayreville, including the roles of the mayor, town council, and various local agencies.
    - Students will recognize how local government addresses community needs, enacts policies, and engages with residents to ensure effective governance.
    - Students will appreciate the importance of civic engagement and participation in local government processes.
- **County Governance (Middlesex County):**
    - Students will understand the structure and roles of county government in Middlesex County, including the Board of Chosen Freeholders and various county departments.
    - Students will learn how county government provides regional services such as public health, transportation, and law enforcement.
    - Students will see how county government collaborates with local municipalities and the state government to address broader regional issues.
- **Structure of the New Jersey State Government:**
    - Students will understand the three branches of the New Jersey State Government: the executive branch led by the governor, the legislative branch consisting of the Senate and General Assembly, and the judicial branch made up of various courts.
    - Students will explore how these branches interact and the process of creating and implementing state laws.
    - Students will recognize the roles of various state agencies and departments in carrying out state policies and services.
    - Students will appreciate the interconnectedness and interdependence of local, county, and state governments in addressing the needs of New Jersey's residents.

Essential Questions

- How does the structure and function of Sayreville's local government, including the roles of the mayor, town council, and various agencies, address the specific needs and concerns of the community?
- What are the key responsibilities and functions of Middlesex County's government, and how does it provide regional services such as public health, transportation, and law enforcement?
- How are the three branches of the New Jersey State Government structured, and in what ways do the executive, legislative, and judicial branches interact to create and implement state laws?
- In what ways do local, county, and state governments in New Jersey collaborate to address broader regional and statewide issues, and what are some examples of this collaboration in action?
- Why is civic engagement important at the local level, and how can residents of Sayreville actively participate in their municipal government to influence policy and decision-making?

Unit Summative Assessment and Alternate Assessment Options

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period based documents, Free response questions, group projects, individual students projects, class participation, Unit exam, Quarterly Exam

Resources

1. Textbooks and Reference Materials:
- "New Jersey Politics and Government: The Suburbs Come of Age" by Barbara G. Salmore and Stephen A. Salmore
- "Governing New Jersey: Politics in the Public Interest" by Gerald M. Pomper
- New Jersey State Constitution and Local Government Charter Documents

2. Online Resources:
- New Jersey State Government Official Website (nj.gov)
- Middlesex County Official Website (middlesexcountynj.gov)
- Sayreville Borough Official Website (sayreville.com)
- New Jersey Legislature Website (njleg.state.nj.us)
- NJ Spotlight News (njspotlightnews.org)

3. Interactive Resources and Tools:
- iCivics (icivics.org)
- New Jersey Digital Highway (njdigitalhighway.org)

4. Guest Speakers:
- Guest Speakers

5. Multimedia Resources:
- **Documentaries and Videos:**
  - "The State of New Jersey" (PBS)
  - "NJTV News"

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Unit 3: State and Local Government in New Jersey Structure of the New Jersey State Government Local (Sayreville), County (Middlesex), State (New Jersey) 2-3 Weeks	Students will understand the structure and functions of state and local government in New Jersey. Students will learn about the structure and function of the New Jersey State Legislature. Students will explore the powers and responsibilities of the New Jersey Governor. Students will understand the structure and functions of local government in New Jersey. Students will analyze the importance of civic engagement in state and local government.	Refer to Section Activities/Resources	Quarter 1 Exam Refer to the suggested benchmark/Assessments
Section 1: Structure of the New Jersey State Government 5 Days	Students will be able to explain the structure and functions of the New Jersey State Government, including the roles of the executive, legislative, and judicial branches. Students will analyze how the structure of New Jersey's government affects the creation and implementation of state laws and policies. They will evaluate the significance of state governance in relation to local issues and national policies.	Present a PowerPoint or video that outlines each branch of government, highlighting key figures and functions in New Jersey. Divide students into small groups to read assigned articles about each branch and summarize their findings. Provide students with a graphic organizer to fill in details about each branch of government while watching a longer documentary about New Jersey's government. Create a visual representation (like a poster or digital presentation) of the New Jersey State Government structure.	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate assessments
Section 2: Describe how the Local (Sayreville), County	Students will be able to identify and differentiate the roles of local (Sayreville), county (Middlesex), and state (New	Lecture on the structure of local government in NJ (mayors, councils, and county governments).	Section Quiz and Test Primary Source Document Analysis Vocab Assessments

(Middlesex), State (New Jersey) function	Jersey) governments, understanding their unique functions and responsibilities within the overall governance structure.	Students create a diagram comparing state and local government roles.	Section Review Exit Tickets Summarizing significant concepts
5 Days		Guest speaker: Invite a local official (mayor, council member) to discuss their role. Q&A session with the guest speaker. Students write a reflection on what they learned from the guest speaker.	Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate assessments
	Explore Local Governance: Students will explore how the local government of Sayreville operates, including key officials, departments, and services provided to the community, such as public safety, education, and infrastructure.		
	Examine County Functions: Students will examine the functions of Middlesex County government, including its role in regional planning, law enforcement, public health, and the provision of social services, highlighting how it supports local municipalities.	Provide students with sections of the New Jersey Constitution. In groups, they will analyze specific articles related to the powers of state and local government and report on how they impact citizens.	
		Lecture on voting, attending town meetings, and contacting representatives.	
		Students create an interactive map of their town or city, highlighting key local government services (e.g., schools, police stations, fire departments, public parks). They will research how these services are funded and managed.	
		Students brainstorm ways to get involved in local government.	
		Group project: Develop a public service announcement encouraging local civic engagement.	
		Lecture on voting, attending town meetings, and contacting representatives.	
		Students design a policy proposal to address a local or state issue (e.g., transportation, housing, education). They will write a	

		proposal, present it to the class, and receive feedback as if presenting to a local government board.	

Standards for Course Content Area and Cross Content Standards Addressed

- NJ State Standard 6.1.12.CivicsPR.1 - Evaluate the roles and responsibilities of citizens in a democratic society.
- NJ State Standard 6.1.12.CivicsPR.2 - Analyze how the legislative process works in New Jersey.
- NJ State Standard 6.1.12.CivicsPR.3 - Assess the powers and responsibilities of the executive branch in New Jersey.
- NJ State Standard 6.1.12.CivicsPR.4 - Evaluate the importance of local government in New Jersey.
- NJ State Standard 6.1.12.CivicsPR.5 - Analyze the role of citizens in a democratic society and their responsibilities.

SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
	Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
	Historical sources and evidence provide an understanding of different points of view about historical events.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
	Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and

	promoted national economic growth during this era.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
SOC.6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
SOC.6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
	Governments and financial institutions influence monetary and fiscal policies.
SOC.6.2	World History: Global Studies
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
SOC.6.2.4	Half-Century of Crisis and Achievement: The Era of the Great Wars
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
SOC.6.2.5	The 20th Century Since 1945: Challenges for the Modern World
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*
- Ongoing collaboration between history teachers and special education teachers to adapt historical content and skills instruction to student needs
- Preferential seating to support student focus during lectures, discussions, or group document analysis
- Printed and highlighted guided notes or partially completed outlines aligned to history lectures, readings, or videos
- Modified DBQs, timelines, essay prompts, and reading comprehension questions using simplified language or focused content
- Repetition and paraphrasing of historical instructions or directions; use of prompting questions to refocus students during extended activities
- Reading aloud of primary and secondary sources, assessment questions, or directions when appropriate
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- Quiet environment access for tests or independent assignments requiring historical analysis
- Organizational supports including structured graphic organizers and daily/weekly checklists to manage pacing

of long-term assignments

504-Eligible Students:*
- Regular collaboration with support staff to ensure accommodations are implemented consistently in historical content and skills-based tasks
- Preferential seating during lectures, debates, or film analysis to limit distractions
- Access to printed, highlighted, or scaffolded notes summarizing key historical concepts, timelines, and vocabulary
- Extended time on historical essays, unit assessments, and document analysis activities
- Verbal, dictated, or technology-assisted response options on history assignments and assessments
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- Assistive technology use
- Breaks as needed during independent historical reading or assessment periods
- Alternative assessment formats including project-based or oral assessments of historical understanding
- Access to quiet testing environments for focused engagement with history materials
- Support with pacing large assignments using graphic organizers

Multilingual Language Learners (MLL):
- Collaboration with ESL teachers to adapt history content and vocabulary to language proficiency levels
- Use of audio-recorded lectures, bilingual resources, or translated historical materials when feasible
- Permission to use translation dictionaries or bilingual glossaries during instruction and assessments
- Encouragement of oral responses or audio-recorded assignments as alternatives to written assessments in English
- Technology integration to assist with history-based reading and writing tasks
- Key terms, people, and concepts highlighted in readings and lecture slides to guide comprehension
- Use of historical graphic organizers to support note-taking, sequencing of events, and analysis of sources
- Peer supports or buddy systems during collaborative projects and historical debates
- Visual aids and real-world comparisons to support historical understanding
- Modified assignments that focus on critical historical themes and concepts over breadth of content
- Scaffolding supports including sentence frames for historical writing, guided DBQ introductions, and vocabulary previews

At-Risk Students:
- Targeted small group instruction during research, essay writing, or document analysis tasks
- Clear, sequential modeling of historical thinking routines
- Real-world and contemporary connections to historical topics to enhance relevance
- Frequent formative checks, including exit tickets and one-on-one conferencing during research or writing tasks
- Scaffolded learning tasks such as graphic-organized note-taking, document deconstruction, and writing templates
- Peer support systems or collaborative work to foster accountability and shared learning
- Interactive and hands-on activities to promote active engagement
- Flexible deadlines on historical projects or essays and opportunities to revise after feedback
- Regular check-ins with history teachers or support staff to address academic and emotional needs
- Goal-setting routines and praise systems tied to historical skill development

Gifted Students:
- Opportunities for in-depth historical inquiry through thematic studies or independent research on underrepresented topics
- Access to enrichment resources such as academic journals, documentaries, or podcasts aligned with historical themes
- Encouragement of student-directed learning paths, including personalized research questions or project

formats
- Assignments that promote synthesis of knowledge across time periods or disciplines
- Roles as discussion leaders, peer editors, or facilitators in group history projects and Socratic seminars
- Invitations to develop independent history capstones or participate in competitions
- Tasks that promote evaluation of multiple interpretations of historical events and the construction of nuanced arguments

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google Workspace (Docs, Slides, Sheets) , iAmerica app, Microsoft Office apps, TimelineJS, Google Expeditions, StoryMapJS, Canva or Prezi, HP Reveal, New Jersey Digital Highway, ArcGIS Online.

CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
CS.9-12.8.2.12.NT.2	Redesign an existing product to improve form or function.
CS.9-12.8.2.12.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.
CS.9-12.EC	Ethics & Culture
CS.9-12.ETW	Effects of Technology on the Natural World
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
	Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.

Career Readiness, Life Literacies and Key Skills Practice

	There are actions an individual can take to help make this world a better place.
PFL.9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide

	insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.2.DC	Digital Citizenship
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.5	Explain what a digital footprint is and how it is created.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
	Digital artifacts can be owned by individuals or organizations.

Unit 4: Landmarks and Famous Sites in New Jersey

Content Area: **Social Studies**
Course(s):   **History of New Jersey**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit on Landmarks and Famous Sites in New Jersey offers students an in-depth look at the state's historical and cultural significance through the exploration of both current and past sites. Students will study iconic landmarks such as the Statue of Liberty and Ellis Island, which played crucial roles in the history of immigration to the United States, as well as historic sites like Revolutionary War battlefields in Trenton and Princeton. The unit also covers industrial milestones such as Thomas Edison's Menlo Park and Paterson's Great Falls. A highlight of the unit is a field trip to Liberty State Park and Ellis Island, where students will experience firsthand the historical significance of these sites, enriching their understanding of New Jersey's pivotal contributions to the nation's heritage. Through this comprehensive exploration, students will gain a greater appreciation for the preservation and impact of these landmarks on both local and national history.

Enduring Understandings

- **Historical Significance:** Students will understand the pivotal role that New Jersey's landmarks and famous sites, such as the Statue of Liberty, Ellis Island, and Revolutionary War battlefields, have played in shaping both state and national history.
- **Cultural Impact:** Students will recognize how New Jersey's landmarks reflect the diverse cultural heritage and contributions of various immigrant groups, illustrating the state's role as a gateway for many entering the United States.
- **Technological and Industrial Contributions:** Students will appreciate the significance of New Jersey's contributions to technological and industrial advancements, exemplified by sites like Thomas Edison's Menlo Park and Paterson's Great Falls.
- **Preservation and Education:** Students will understand the importance of preserving these landmarks and historical sites for future generations and recognize how these locations serve as educational resources that provide insights into past events and societal changes.

Essential Questions

1. How have New Jersey's landmarks, such as the Statue of Liberty and Ellis Island, influenced the cultural and historical development of the state and the nation?
2. In what ways do Revolutionary War battlefields in New Jersey reflect the state's strategic importance and contributions to American independence?
3. How have technological and industrial landmarks, like Thomas Edison's Menlo Park and Paterson's Great Falls, shaped the economic and technological advancements in New Jersey and beyond?
4. Why is it important to preserve New Jersey's historical landmarks and sites, and how do these locations serve as valuable educational resources for understanding our past?

Unit Summative Assessment and Alternate Assessment Options

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period based documents, Free response questions, group projects, individual students projects, class participation, Unit exam, Quarterly Exam

Resources

1. Textbooks and Readings
- "New Jersey: A History of the Garden State" edited by Maxine N. Lurie and Richard Veit
- "Historic New Jersey: A Tour of the State's Top 25 National Historic Landmarks" by Laura B. Phillips
- "The WPA Guide to 1930s New Jersey" (Federal Writers' Project)

2. Documentaries and Videos
- "Mysteries of New Jersey: The Garden State's Most Famous Landmarks" (PBS Documentary)
- "New Jersey's Roadside Attractions" (YouTube video series)
- "Ellis Island and Liberty State Park" (National Park Service)

3. Primary Sources and Historical Documents
- National Register of Historic Places: New Jersey Listings
- Historic American Buildings Survey (Library of Congress)

4. Websites and Online Resources
- New Jersey Historic Preservation Office
- VisitNJ.org (Official Tourism Website of New Jersey)
- National Park Service - New Jersey Sites

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Unit 4: Landmarks and Famous Sites in New Jersey Colonial and Revolutionary War Sites Cultural and Architectural Landmarks Industrial and Innovation Sites Natural and Recreational Landmarks 3-4 weeks	Identify and Describe the historical significance of key landmarks and sites in New Jersey, such as battlefields, parks, and architectural landmarks. Analyze how these landmarks reflect New Jersey's role in major historical events, including the Revolutionary War, industrial development, and immigration. Evaluate the cultural, political, and social impacts that these sites have had on both the state of New Jersey and the broader United States. Compare and Contrast different types of landmarks (e.g., natural, historical, cultural) to understand their unique contributions to New Jersey's identity and heritage.	Refer to Section Activities/Resources	Quarter 2 Exam Refer to suggested benchmark/assessments
Section 1: Colonial and Revolutionary War Sites 3-5 Days	Students will analyze the strategic significance of the Battle of Princeton and its role in shifting momentum in favor of the American forces during the Revolutionary War Students will evaluate the significance of the Morristown winter encampment, focusing on the hardships faced by the Continental Army and how they overcame them. Students will assess the strategic importance of Washington's crossing of the Delaware River and how it led to the pivotal Battle of Trenton.	Provide an overview of the Battle of Princeton and its context within the larger Revolutionary War. Show a brief video or presentation on General George Washington's leadership during the battle. Students will use maps of the Princeton Battlefield to locate key positions (American, British, troop movements, and battle strategies). Discuss the importance of the geographical features (such as rivers and hills) that affected the battle's	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate assessments

		outcome.	
		Primary Source Activity: Distribute excerpts from soldiers' journals or letters describing the Battle of Princeton. In pairs, students will read and analyze these sources, focusing on soldier experiences and the emotional impact of the battle.	
		Present a PowerPoint and Introduce Morristown as the "Military Capital of the American Revolution", and explain the severe winter conditions and supply shortages faced by Washington's troops in 1779-1780.	
		Primary Source Analysis Students will read primary sources, including letters from soldiers stationed at Morristown or orders from George Washington.	
		Weather Simulation Compare historical weather data from the harsh winter in Morristown to modern winters in New Jersey. Discuss the impact of weather on military operations and soldier endurance.	
		Journal Activity Have students write a journal entry as if they were a soldier in Morristown, reflecting on the struggles they endured and how they stayed hopeful for victory.	
		Provide background on Washington's daring	

		Christmas night crossing of the Delaware and its surprise attack on the Hessian forces in Trenton. Map Analysis: Students will study a map of Washington's crossing route, identifying the launch point and landing site, as well as the geographical challenges (icy river conditions, timing). Primary Source: Examine Washington's orders and reports on the crossing and the battle plan for Trenton. In groups, students will analyze these documents, focusing on how Washington planned the attack and motivated his troops.	
Section 2: Cultural and Architectural Landmarks 3-5 Days	Students will identify and examine the architectural significance of Cape May's Victorian homes and how they reflect the cultural history of New Jersey as a 19th-century resort town. Students will analyze Ellis Island's role as a cultural landmark, focusing on its impact on immigration and New Jersey's diverse population.	Present the history of Cape May, known as one of the oldest seaside resort towns in the U.S., with its peak popularity during the Victorian era. Show pictures of Cape May's Victorian architecture, emphasizing the unique features such as gables, turrets, and gingerbread trim. Architecture Analysis : Break students into groups and provide them with photographs or virtual tour videos of Victorian homes in Cape May. Each group will analyze the architectural features of one home and identify Victorian design elements (symmetry, intricate woodwork,	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate assessments

		towers).	
		Cultural Significance: Discuss why Cape May became a popular resort town during the 19th century and how this architectural style reflects the wealth and leisure of the time period.	
		Ask students to compare Victorian architecture to modern housing styles and discuss why this design is still valued today.	
		Provide background on Ellis Island as the main entry point for immigrants coming to the U.S. from 1892-1954, and how it shaped New Jersey's cultural landscape.	
		Show a map to explain Ellis Island's location in the New York Harbor, bordering both New Jersey and New York.	
		Primary Source Activity: Provide students with immigration records, photographs, and diary entries from Ellis Island. In pairs, students will review these sources to understand the experiences of immigrants arriving at Ellis Island. They will answer questions about their journey, challenges, and first impressions of America.	
Section 3: Industrial and Innovation Sites	Students will evaluate the significance of the Paterson Great Falls in New Jersey's industrial history and how it	Explain the historical importance of the Paterson Great Falls as a natural and industrial	Section Quiz and Test Primary Source Document Analysis Vocab Assessments

| 3-5 Days | contributed to the development of early American industry.

Students will evaluate the significance of Thomas Edison's inventions and their impact on modern technology and industrialization. | landmark.

Discuss how the falls powered the first water mills in the late 18th and 19th centuries, leading to Paterson's rise as a major industrial hub.

Map & Water Power Analysis: Analyze a map showing the location of the Great Falls and its industrial infrastructure (water channels, mills).

Discuss how the geography of the area enabled hydraulic power, making Paterson the birthplace of the American industrial revolution.

Industrialization and Cultural Impact: Have students investigate the industries that flourished in Paterson (e.g., silk production) and discuss how the influx of workers led to a diverse, working-class population.

Watch a short video on Paterson's Silk Strike of 1913 to explore how industrial labor conditions sparked social change in New Jersey.

In small groups, students will create a mini-poster or infographic showing the impact of the Paterson Great Falls on New Jersey's industrial and cultural history. Posters should highlight: The role of the falls in industry. The growth of the workforce and population diversity. The lasting legacy of the | Section Review
Exit Tickets
Summarizing significant concepts
Homework
Class discussion
Oral reports
Cooperative learning activities
Technology-based projects
Group projects and reports
Alternate assessments |
|---|---|---|---|

		industrial revolution in New Jersey.	
		Provide an overview of Thomas Edison, known as one of the greatest American inventors.	
		Show a brief video or slideshow introducing Edison's Menlo Park Laboratory (now part of the Thomas Edison National Historical Park) and his most famous inventions (light bulb, phonograph, motion picture camera).	
		Invention Analysis Activity: Break students into small groups and assign each group one of Edison's key inventions (e.g., light bulb, phonograph, electric power distribution system). Each group will research their assigned invention, examining: How it worked and why it was innovative. Impact on society and industry at the time. Groups will share their findings with the class.	
		Primary Source Activity: Provide students with excerpts from Edison's notebooks and patents filed during his time at Menlo Park. In pairs, students will analyze the documents to gain insight into Edison's creative process and the challenges he faced in bringing his ideas to life.	
Section 4: Natural and Recreational	Students will identify the unique features of the Pine	Present a Power Point on an overview of the Pine	Section Quiz and Test Primary Source Document

Landmarks	Barrens and understand its importance as an ecological site and a source of cultural folklore.	Barrens, a unique forested region that covers over 1 million acres in southern New Jersey.	Analysis
3-5 Days			Vocab Assessments
			Section Review
			Exit Tickets
	Students will analyze the geography and recreational opportunities provided by High Point State Park, while also understanding its role in conservation efforts.	Highlight its significance as a UNESCO biosphere reserve and the home of rare plant and animal species.	Summarizing significant concepts
			Homework
			Class discussion
			Oral reports
	Students will evaluate the significance of the Delaware Water Gap as a natural and recreational landmark, focusing on its geological formation and its role in tourism.	Students will work in pairs to research different plants, animals, and environmental features of the Pine Barrens (e.g., pitch pine trees, bog turtles, and cedar swamps).	Cooperative learning activities
			Technology-based projects
			Group projects and reports
			Alternate assessments
		Groups will create a mini-poster showcasing the biodiversity of the Pine Barrens and explain how the ecosystem has been preserved.	
		Provide an overview of High Point State Park, home to New Jersey's highest elevation at 1,803 feet, located in the northwest corner of the state.	
		Show a map of the park and its surrounding area.	
		Map Activity: Geography of High Point : Students will study a topographical map of the park, identifying key features like High Point Monument, hiking trails, and surrounding forests.	
		In groups, students will determine how the park's elevation and geography offer different recreational activities (hiking, skiing, bird-watching).	

		Show images and videos of the Delaware Water Gap, a 40-mile stretch along the Delaware River where it cuts through the Appalachian Mountains. Explain its geological formation and how it became a major site for recreation (canoeing, hiking, camping). Students will work in pairs to research the geological history of the Delaware Water Gap, learning how it was formed millions of years ago by erosion. Groups will present findings on how human activity (building dams, tourism) has impacted the natural landscape. Primary Source: Provide students with brochures and advertisements from the 19th and 20th centuries promoting the Delaware Water Gap as a tourist destination. Have students analyze how these sources reflect changing attitudes toward nature and outdoor recreation in New Jersey.	

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1.1	Colonization and Settlement (1585–1763)
	Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
SOC.6.1.2	Revolution and the New Nation (1754–1820s)

	Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
	Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.
SOC.6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
	Chronological sequencing serves as a tool for analyzing past and present events.
SOC.6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
	Historical sources and evidence provide an understanding of different points of view about historical events.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
	Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
	Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
SOC.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.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
	Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.
	Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.

SOC.6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
SOC.6.3	Active Citizenship in the 21st Century

Suggested Modifications for Students with Disabilities, 504 Eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*
- Ongoing collaboration between history teachers and special education teachers to adapt historical content and skills instruction to student needs
- Preferential seating to support student focus during lectures, discussions, or group document analysis
- Printed and highlighted guided notes or partially completed outlines aligned to history lectures, readings, or videos
- Modified DBQs, timelines, essay prompts, and reading comprehension questions using simplified language or focused content
- Repetition and paraphrasing of historical instructions or directions; use of prompting questions to refocus students during extended activities
- Reading aloud of primary and secondary sources, assessment questions, or directions when appropriate
- Extended time on written assessments, document-based essays, and research projects
- Alternative formats for demonstrating historical understanding
- Use of assistive technology such as text-to-speech for historical readings or speech-to-text for historical writing
- Scheduled or as-needed breaks to support sustained attention during lengthy reading, writing, or testing tasks
- Quiet environment access for tests or independent assignments requiring historical analysis
- Organizational supports including structured graphic organizers and daily/weekly checklists to manage pacing of long-term assignments

504-Eligible Students:*
- Regular collaboration with support staff to ensure accommodations are implemented consistently in historical content and skills-based tasks
- Preferential seating during lectures, debates, or film analysis to limit distractions
- Access to printed, highlighted, or scaffolded notes summarizing key historical concepts, timelines, and vocabulary
- Extended time on historical essays, unit assessments, and document analysis activities
- Verbal, dictated, or technology-assisted response options on history assignments and assessments
- Adjusted or reduced workload on assignments that focus on essential historical concepts without sacrificing content mastery
- Assistive technology use
- Breaks as needed during independent historical reading or assessment periods
- Alternative assessment formats including project-based or oral assessments of historical understanding
- Access to quiet testing environments for focused engagement with history materials
- Support with pacing large assignments using graphic organizers

Multilingual Language Learners (MLL):
- Collaboration with ESL teachers to adapt history content and vocabulary to language proficiency levels
- Use of audio-recorded lectures, bilingual resources, or translated historical materials when feasible
- Permission to use translation dictionaries or bilingual glossaries during instruction and assessments
- Encouragement of oral responses or audio-recorded assignments as alternatives to written assessments in English

- Technology integration to assist with history-based reading and writing tasks
- Key terms, people, and concepts highlighted in readings and lecture slides to guide comprehension
- Use of historical graphic organizers to support note-taking, sequencing of events, and analysis of sources
- Peer supports or buddy systems during collaborative projects and historical debates
- Visual aids and real-world comparisons to support historical understanding
- Modified assignments that focus on critical historical themes and concepts over breadth of content
- Scaffolding supports including sentence frames for historical writing, guided DBQ introductions, and vocabulary previews

At-Risk Students:
- Targeted small group instruction during research, essay writing, or document analysis tasks
- Clear, sequential modeling of historical thinking routines
- Real-world and contemporary connections to historical topics to enhance relevance
- Frequent formative checks, including exit tickets and one-on-one conferencing during research or writing tasks
- Scaffolded learning tasks such as graphic-organized note-taking, document deconstruction, and writing templates
- Peer support systems or collaborative work to foster accountability and shared learning
- Interactive and hands-on activities to promote active engagement
- Flexible deadlines on historical projects or essays and opportunities to revise after feedback
- Regular check-ins with history teachers or support staff to address academic and emotional needs
- Goal-setting routines and praise systems tied to historical skill development

Gifted Students:
- Opportunities for in-depth historical inquiry through thematic studies or independent research on underrepresented topics
- Access to enrichment resources such as academic journals, documentaries, or podcasts aligned with historical themes
- Encouragement of student-directed learning paths, including personalized research questions or project formats
- Assignments that promote synthesis of knowledge across time periods or disciplines
- Roles as discussion leaders, peer editors, or facilitators in group history projects and Socratic seminars
- Invitations to develop independent history capstones or participate in competitions
- Tasks that promote evaluation of multiple interpretations of historical events and the construction of nuanced arguments

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google Workspace (Docs, Slides, Sheets) , iAmerica app, Microsoft Office apps, TimelineJS, Google Expeditions, StoryMapJS, Canva or Prezi, HP Reveal, New Jersey Digital Highway, ArcGIS Online.

PFL.9.1.2.CR	Civic Responsibility
	There are actions an individual can take to help make this world a better place.
PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
PFL.9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
CS.9-12.8.2.12.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.

CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ED.2	Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
CS.9-12.8.2.12.ED.4	Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.
CS.9-12.8.2.12.ED.5	Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
CS.9-12.8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.EC	Ethics & Culture
TECH.9.4.2.DC	Digital Citizenship
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.5	Explain what a digital footprint is and how it is created.
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
	Digital artifacts can be owned by individuals or organizations.
	Digital tools and media resources provide access to vast stores of information that can be searched.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.

Collaboration can simplify the work an individual has to do and sometimes produce a better product.

Young people can have a positive impact on the natural world in the fight against climate change.

Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

PFL.9.1.12.CFR	Civic Financial Responsibility
	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
PFL.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.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.2.DC	Digital Citizenship
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
TECH.9.4.2.DC.5	Explain what a digital footprint is and how it is created.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.GCA	Global and Cultural Awareness
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
	Digital artifacts can be owned by individuals or organizations.
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
	Individuals from different cultures may have different points of view and experiences.
	An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

Digital tools and media resources provide access to vast stores of information that can be searched.

Individuals should practice safe behaviors when using the Internet.

Unit 5: Cultural Aspects of New Jersey

Content Area: **Social Studies**
Course(s): **History of New Jersey**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit on the Cultural Aspects of New Jersey offers students an engaging exploration of the state's vibrant and diverse cultural landscape, encompassing popular food and dining spots, sports, music, movies, and the arts scene. Students will delve into New Jersey's rich culinary traditions, from iconic diners and pizzerias to renowned local delicacies like pork roll and saltwater taffy. They will also examine the state's passionate sports culture, home to teams like the New Jersey Devils and iconic venues like MetLife Stadium. The unit will highlight New Jersey's contributions to music and film, featuring artists such as Bruce Springsteen and Bon Jovi, and films set in the state. Additionally, students will explore the dynamic arts scene, including theaters, galleries, and festivals. A highlight of the unit is a fun field trip to Met Life Stadium.

Enduring Understandings

- **Diverse Culinary Heritage:** Students will understand how New Jersey's diverse culinary traditions, including iconic foods like pork roll and saltwater taffy, reflect the state's rich cultural history and immigrant influences.
- **Passionate Sports Culture:** Students will recognize the importance of sports in New Jersey's cultural identity, understanding the impact of local teams and sports venues on community pride and cohesion.
- **Significant Contributions to Music and Film:** Students will appreciate New Jersey's significant contributions to the music and film industries, recognizing how artists like Bruce Springsteen and notable films set in the state have shaped cultural narratives.
- **Vibrant Arts Scene:** Students will understand the value of New Jersey's dynamic arts scene, including its theaters, galleries, and festivals, as essential components of the state's cultural landscape and community life.

Essential Questions

1. How do the diverse culinary traditions of New Jersey, including its popular foods and dining spots, reflect the state's rich cultural history and immigrant influences?
2. In what ways do sports teams and venues in New Jersey contribute to the state's cultural identity and foster community pride and cohesion?
3. How have New Jersey's contributions to the music and film industries, through artists like Bruce Springsteen and notable films, influenced broader cultural narratives and perceptions of the state?
4. What role does New Jersey's vibrant arts scene, including its theaters, galleries, and festivals, play in shaping the cultural landscape and enriching community life in the state?

Unit Summative Assessment and Alternate Assessment Options

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period based documents, Free response questions, group projects, individual students projects, class participation, Unit exam, Quarterly Exam

Resources

1. Textbook Readings
- "The Garden State: The Cultural History of New Jersey" by Thomas Fleming.
- "A Culinary History of Cape May: Salt Oysters, Beach Plums & Cabernet Franc" by John Howard-Fusco.
- "Sports in New Jersey" by Steven Riess.
- "New Jersey's Coastal Heritage: Music, Art, and Culture" by Michael Aaron Rockland.
- "Rock & Roll Tour of the Jersey Shore" by Stan Goldstein and Jean Mikle.

2. Documentaries and Videos
- "Bruce Springsteen: Glory Days" (PBS Documentary)
- "New Jersey: The American Dream" (History Channel Special)
- "Saltwater Cowboys: The Jersey Shore Clam Culture"
- "The Sopranos Effect: New Jersey's Role in Modern Television"
- "New Jersey's Music Scene" (NJTV)

3. Primary Sources and Historical Documents
- New Jersey Sports Hall of Fame Archives
- New Jersey State Archives: Food and Industry
- Thomas Edison National Historical Park
- Asbury Park Music Archives

4. Websites for Online Research
- New Jersey Digital Highway: Popular Culture Collection
- The Food Timeline: New Jersey – Food Timeline NJ
- New Jersey Sports History – NJ Sports History
- New Jersey Music Archive – NJ Music Archive
- New Jersey Motion Picture & TV Commission – NJ Film Commission
- New Jersey Art Society – NJ Art Society
- New Jersey Film Festival – NJ Film Festival

5. Online Research Tool
- Google Scholar
- Digital Public Library of America (DPLA)
- Smithsonian's National Museum of American History: NJ Collections

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessment
Unit 5: Cultural Aspects of New Jersey Food Culture Music and Performing Arts Sports and Recreation 2-3 Weeks	Students will identify key regional dishes and their cultural significance. They will explore how immigration and local agriculture have influenced the state's food culture. Students will investigate New Jersey's contributions to music and performing arts, highlighting influential artists, genres, and cultural institutions. They will analyze how these elements reflect the state's cultural diversity and heritage. Students will evaluate the role of sports and recreation in New Jersey's culture, including the significance of professional sports teams, local recreational activities, and community engagement through sports.	Refer to Section Activities/Resources	Quarter 2 Exam Refer to suggested benchmark/Assessments
Section 1: Food Culture in New Jersey 3-5 Days	Students will explore the diverse food culture of New Jersey and identify key dishes and regional food traditions. Students will analyze how food festivals and local traditions contribute to community identity in New Jersey.	Play a short video or show images of iconic New Jersey foods, such as Taylor Ham/Pork Roll, saltwater taffy, Italian hot dogs, and diners. PowerPoint presentation on a brief History of Food Culture in NJ Introduce how immigration and regional diversity shaped food traditions (e.g., Italian, Jewish, and Portuguese influences). Discuss Iconic Foods of NJ: Taylor Ham/Pork Roll (discussion on regional debate with North vs. South) Saltwater Taffy (history from Atlantic City) Boardwalk foods (funnel	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate assessments

| | | cakes, frozen custard) Italian Hot Dogs and Cheesesteaks (local twists on popular foods) Diner culture (importance of diners in NJ and the "Diner Capital of the World")

Divide students into small groups. Give each group a blank map of New Jersey and assign them a region (e.g., North Jersey, South Jersey, Jersey Shore). Each group will research popular foods from their region and label them on the map (e.g., pizza, hoagies in North Jersey, seafood on the Shore). Groups present their findings to the class.

Present a slideshow on notable food festivals in New Jersey, including: New Jersey State Fair: Highlight local produce and traditions. Pine Barrens Festival: Discuss the celebration of local culture and cuisine. Italian Festival in Hammonton: Explore Italian-American traditions. Blueberry Festival in Whitesbog: Discuss the importance of blueberries to New Jersey's agriculture.

Group Research Activity: Divide students into small groups, assigning each group a specific food festival to research. Each group should focus on: The history of the festival Traditional foods featured Activities and events during the festival The cultural significance of the festival for the community. | |
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| Section 2: Music and Performing Arts in the State | Students will analyze the Contributions of New Jersey Artists to American Music and | Introduce major musicians from New Jersey: Jon Bon Jovi, Bruce Springsteen, | Section Quiz and Test Primary Source Document Analysis |

of New Jersey	Performing Arts	Whitney Houston, and Frank Sinatra.	Vocab Assessments
3-5 Days			Section Review
	Students will examine the Evolution of Musical Styles and Performing Arts in New Jersey	Show pictures of each artist and play 1-2 minute clips of their iconic songs:	Exit Tickets
		Bon Jovi: "Living on a Prayer"	Summarizing significant concepts
	Students will Explore the Role of Music Venues and Cultural Centers in Shaping Local Identity and understand the Intersection of Cultural Diversity and Performing Arts	Bruce Springsteen: "Born to Run" or "Born in the U.S.A."	Homework
		Whitney Houston: "I Will Always Love You"	Class discussion
		Frank Sinatra: "New York, New York" or "Fly Me to the Moon"	Oral reports
			Cooperative learning activities
		Discuss each musician's background, including: Their upbringing in New Jersey How their New Jersey roots influenced their music or career Key contributions to American and global music culture	Technology-based projects
			Group projects and reports
			Alternate assessments
		Research and Create a Profile: Divide students into small groups. Assign each group one of the musicians (Springsteen, Houston, Sinatra). Provide a handout with guiding questions for each musician: What were the early influences on their music? What were their major accomplishments? How did their music reflect cultural or social themes? What is their legacy in national and global music? Students will use their devices (if available) to conduct further research and complete the profile, or they can use pre-provided materials.	
		Each group will present their musician profile, highlighting key facts and playing a brief clip of one of the musician's most influential songs.	

| | | Present a brief timeline of major musical styles and performing arts that emerged or thrived in New Jersey. Jazz: Focus on Newark's jazz scene and artists like Sarah Vaughan and Wayne Shorter. Rock: Discuss Bruce Springsteen's influence and the significance of The Stone Pony in Asbury Park. Hip-Hop: Explore the contributions of artists like Queen Latifah, Redman, and Lauryn Hill. Theater: Highlight performing arts venues such as the Paper Mill Playhouse and the impact of Broadway-caliber productions in NJ.

Play brief audio or video clips for each genre to provide context.

Group Research: Divide students into small groups. Assign each group one musical genre (jazz, rock, hip-hop) or performing arts tradition (theater). Provide research materials (books, handouts, or internet access) for students to explore the history, key figures, and cultural significance of their assigned genre or tradition in New Jersey. Groups should answer the following questions: When and where did this genre or art form become popular in New Jersey? Who were some key artists or performers? How did this style reflect the cultural diversity of New Jersey? What social or political movements influenced the development of this style?

Group Presentations: | |
|---|---|---|---|

| | | Each group presents their findings, discussing key aspects of their genre or performing art tradition and its cultural significance. Play short music or performance clips to illustrate their points.

Introduce important music venues and cultural centers in New Jersey and their significance in shaping local identity. Include images, short videos, or music clips to illustrate. The Stone Pony (Asbury Park): Known for launching the careers of artists like Bruce Springsteen and Southside Johnny. Play a short clip of a performance at The Stone Pony. Discuss how the venue has become synonymous with New Jersey's rock music scene. Newark Symphony Hall (Newark): A hub for classical music, jazz, and theater performances, with a strong connection to the African American cultural renaissance in New Jersey. Play a clip of a classical or jazz performance at the hall. The Paper Mill Playhouse (Millburn): One of the leading regional theaters, producing Broadway-quality shows and developing new productions. Princeton University Concerts & McCarter Theatre (Princeton): A center for intellectual and artistic development, blending high-level academic culture with the performing arts. Local Arts Festivals (e.g., Red Bank Jazz and Blues Festival, Hoboken Italian Festival): Highlight how these festivals bring communities together | |

		to celebrate heritage and artistic expression. Group Research Activity: Investigating Local Venues and Festivals. Divide students into small groups and assign each group a key venue or local arts festival to research (or allow students to choose). Each group will investigate the following aspects of their venue or festival: History and origins of the venue or festival. The types of performances or events held there. Notable artists or performances associated with the venue or festival. How the venue or festival reflects the local community's culture and identity. How it fosters a sense of belonging or unity within the community. Provide access to handouts, books, or computers/tablets for research. Poster or Digital Presentation: Each group will create a visual presentation (poster or digital) summarizing their research, including images, key facts, and how their venue or festival fosters local identity. Group Presentations and Class Discussion Presentations: Each group presents their findings to the class, discussing the significance of their venue or festival and how it impacts the local community.	

		Art and Music Showcase: Host a performance or exhibition highlighting local musicians and artists from New Jersey.	
Section 4: Sports and Recreation in New Jersey 3-5 Days	Students will explore the history and impact of sports and recreational activities in New Jersey, investigating how sports culture shapes the identity of the state and contributes to community life.	Briefly introduce the concept that sports play an important role in shaping the identity of communities and regions, including New Jersey. Provide an overview of the state's major professional sports teams and events: New Jersey Devils (NHL Hockey) New York Giants and New York Jets (NFL Football) Highlight the cultural significance of football Sundays and the local impact of these teams. New Jersey Nets (NBA, now the Brooklyn Nets) Rutgers Scarlet Knights (College Football and Basketball) Highlight Rutgers University's contributions to college sports, especially in football, where Rutgers played the first intercollegiate football game in 1869. Group Activity: Investigating a New Jersey Sports Team or Event Divide students into small groups. Assign each group a major sports team, event, or recreational activity to research. Allow them to choose between professional teams, college teams, or local recreational activities. Each group should focus on the following questions: What is the history of the team, event, or recreational	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate assessments

		activity? How has it impacted the local community or New Jersey as a whole? What notable players, athletes, or figures are associated with this sport or event? How does this sport or event shape New Jersey's identity? Provide access to handouts, books, or computers for research. Have students Present Sports Day: Organize a day of sports events that includes traditional games from various cultures, as well as popular local sports.	

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
	Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
	Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
SOC.6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.

CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.EC	Ethics & Culture
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC	Digital Citizenship
TECH.9.4.2.DC.5	Explain what a digital footprint is and how it is created.
	Digital communities allow for social interactions that can result in positive or negative outcomes.
	An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
	Individuals should practice safe behaviors when using the Internet.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
	Digital artifacts can be owned by individuals or organizations.

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education:*
- Ongoing collaboration between history teachers and special education teachers to adapt historical content and skills instruction to student needs
- Preferential seating to support student focus during lectures, discussions, or group document analysis
- Printed and highlighted guided notes or partially completed outlines aligned to history lectures, readings, or videos
- Modified DBQs, timelines, essay prompts, and reading comprehension questions using simplified language or focused content
- Repetition and paraphrasing of historical instructions or directions; use of prompting questions to refocus students during extended activities
- Reading aloud of primary and secondary sources, assessment questions, or directions when appropriate
- Extended time on written assessments, document-based essays, and research projects
- Alternative formats for demonstrating historical understanding
- Use of assistive technology such as text-to-speech for historical readings or speech-to-text for historical writing
- Scheduled or as-needed breaks to support sustained attention during lengthy reading, writing, or testing tasks
- Quiet environment access for tests or independent assignments requiring historical analysis

- Organizational supports including structured graphic organizers and daily/weekly checklists to manage pacing of long-term assignments

504-Eligible Students:*
- Regular collaboration with support staff to ensure accommodations are implemented consistently in historical content and skills-based tasks
- Preferential seating during lectures, debates, or film analysis to limit distractions
- Access to printed, highlighted, or scaffolded notes summarizing key historical concepts, timelines, and vocabulary
- Extended time on historical essays, unit assessments, and document analysis activities
- Verbal, dictated, or technology-assisted response options on history assignments and assessments
- Adjusted or reduced workload on assignments that focus on essential historical concepts without sacrificing content mastery
- Assistive technology use
- Breaks as needed during independent historical reading or assessment periods
- Alternative assessment formats including project-based or oral assessments of historical understanding
- Access to quiet testing environments for focused engagement with history materials
- Support with pacing large assignments using graphic organizers

Multilingual Language Learners (MLL):
- Collaboration with ESL teachers to adapt history content and vocabulary to language proficiency levels
- Use of audio-recorded lectures, bilingual resources, or translated historical materials when feasible
- Permission to use translation dictionaries or bilingual glossaries during instruction and assessments
- Encouragement of oral responses or audio-recorded assignments as alternatives to written assessments in English
- Technology integration to assist with history-based reading and writing tasks
- Key terms, people, and concepts highlighted in readings and lecture slides to guide comprehension
- Use of historical graphic organizers to support note-taking, sequencing of events, and analysis of sources
- Peer supports or buddy systems during collaborative projects and historical debates
- Visual aids and real-world comparisons to support historical understanding
- Modified assignments that focus on critical historical themes and concepts over breadth of content
- Scaffolding supports including sentence frames for historical writing, guided DBQ introductions, and vocabulary previews

At-Risk Students:
- Targeted small group instruction during research, essay writing, or document analysis tasks
- Clear, sequential modeling of historical thinking routines
- Real-world and contemporary connections to historical topics to enhance relevance
- Frequent formative checks, including exit tickets and one-on-one conferencing during research or writing tasks
- Scaffolded learning tasks such as graphic-organized note-taking, document deconstruction, and writing templates
- Peer support systems or collaborative work to foster accountability and shared learning
- Interactive and hands-on activities to promote active engagement
- Flexible deadlines on historical projects or essays and opportunities to revise after feedback
- Regular check-ins with history teachers or support staff to address academic and emotional needs
- Goal-setting routines and praise systems tied to historical skill development

Gifted Students:
- Opportunities for in-depth historical inquiry through thematic studies or independent research on underrepresented topics
- Access to enrichment resources such as academic journals, documentaries, or podcasts aligned with historical themes

- Encouragement of student-directed learning paths, including personalized research questions or project formats
- Assignments that promote synthesis of knowledge across time periods or disciplines
- Roles as discussion leaders, peer editors, or facilitators in group history projects and Socratic seminars
- Invitations to develop independent history capstones or participate in competitions
- Tasks that promote evaluation of multiple interpretations of historical events and the construction of nuanced arguments

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google Workspace (Docs, Slides, Sheets) , iAmerica app, Microsoft Office apps, TimelineJS, Google Expeditions, StoryMapJS, Canva or Prezi, HP Reveal, New Jersey Digital Highway, ArcGIS Online.

CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.EC	Ethics & Culture
CS.9-12.ITH	Interaction of Technology and Humans
	Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

PFL.9.1.12.CFR	Civic Financial Responsibility
	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
PFL.9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.IML	Information and Media Literacy
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.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).
TECH.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).
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
	Cultivating online reputations for employers and academia requires separating private and professional digital identities.
	Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.
	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
	With a growth mindset, failure is an important part of success.
	Accurate information may help in making valuable and ethical choices.
	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Unit 6: Contributions of New Jersey to America

Content Area: **Social Studies**
Course(s): **History of New Jersey**
Time Period: **Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit on the Contributions of New Jersey to America highlights the state's significant impact through innovations and inventions, notable figures, and its influence on industry and the economy. Students will explore groundbreaking innovations from New Jersey, such as Thomas Edison's light bulb and the discoveries at Bell Labs, which revolutionized technology and communication. They will study influential figures like Albert Einstein, who worked at Princeton, and Clara Barton, who founded the first public school in Bordentown. Additionally, the unit will cover New Jersey's pivotal role in the industrial revolution and its ongoing contributions to sectors such as pharmaceuticals, telecommunications, and transportation. By examining these contributions, students will gain an appreciation for New Jersey's critical role in shaping America's technological, economic, and cultural landscape.

Enduring Understandings

- **Groundbreaking Innovations:** Students will understand how New Jersey's innovations and inventions, such as Thomas Edison's light bulb and the discoveries at Bell Labs, have significantly advanced technology and communication, shaping modern life.
- **Influential Figures:** Students will recognize the contributions of notable figures from New Jersey, including Albert Einstein and Clara Barton, and how their work has had a lasting impact on science, education, and humanitarian efforts.
- **Industrial and Economic Impact:** Students will appreciate New Jersey's pivotal role in the industrial revolution and its ongoing contributions to various sectors such as pharmaceuticals, telecommunications, and transportation, highlighting the state's importance in America's economic development.
- **Cultural and Scientific Legacy:** Students will understand the broader cultural and scientific legacy of New Jersey's contributions, recognizing the state's role in fostering innovation, economic growth, and cultural enrichment throughout American history.

Essential Questions

- How have innovations and inventions from New Jersey, such as Thomas Edison's light bulb and the discoveries at Bell Labs, transformed technology and communication in America and the world?
- What contributions have notable figures from New Jersey, like Albert Einstein and Clara Barton, made to science, education, and humanitarian efforts, and how have these contributions impacted American society?
- In what ways has New Jersey played a pivotal role in the industrial revolution and contributed to key sectors such as pharmaceuticals, telecommunications, and transportation, influencing the nation's economic development?
- How has New Jersey's legacy of innovation, industry, and notable figures shaped the cultural and scientific landscape of America, and what lessons can we draw from these contributions for the future?

Summative Assessment and/or Summative Criteria

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period based documents, Free response questions, group projects, individual students projects, class participation, Unit exam, Quarterly Exam

Resources

1. Textbook and Readings
- "Thomas Edison and the Invention of the Modern World" by Randall Stross.
- "New Jersey: A History of Invention and Innovation" by Joseph Fagan.
- "The Founding Fathers of New Jersey: Contributions to American History" by Steven M. Richman.
- "Garden State Industrial Giants" by Richard Veit.
- "The Economic Transformation of New Jersey: From Agriculture to Industry" by Howard Gillette.

2. Documentaries and Videos
- "Thomas Edison: Father of Invention" (PBS Documentary)
- "The Industrial Revolution: New Jersey's Role" (History Channel Special)
- "Bell Labs and the Invention of the Information Age" (Science Channel)
- "Paterson Silk City" – A documentary about Paterson, New Jersey's
- "Alexander Hamilton: The Immigrant Who Shaped America" (History Channel Special)

3. Primary Sources and Historical Documents
- Thomas Edison Papers Project (Rutgers University)
- Alexander Hamilton Papers – New Jersey during the American Revolution and as the first Treasury Secretary: Library of Congress
- New Jersey State Archives: Industrial Revolution Records
- Bell Labs Archives
- The Paterson Great Falls National Park

4. Websites for Online Research
- New Jersey Digital Highway: Innovations & Industry NJ Digital Highway
- Edison Innovation Foundation
- Bell Labs Innovation Timeline
- NJ Business & Industry Association
- NJ Historical Society: Economic Contributions

5. Online Research Tools
- Google Scholar
- Digital Public Library of America (DPLA)
- Smithsonian National Museum of American History: New Jersey Contributions

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmark/Assessments
Unit 6: Contributions of New Jersey to America Innovations and Inventions originating from New Jersey Notable Figures from New Jersey In American History The Impact of New Jersey on Industry and Economy	Students will analyze the historical significance of major inventions developed in New Jersey and their impact on technological and social progress in the United States. Students will explore the lives and contributions of New Jersey-based inventors to understand how innovation shaped both state and national history Students will explore the history of research and development in New Jersey. Discussing how New Jersey became a center of scientific progress and technological breakthroughs. Analyze Contributions of Key Figures: Students will research and evaluate the contributions of notable historical figures from New Jersey, understanding their impact on American culture, politics, and science. Students will explore how political leaders from New Jersey, such as governors and senators, have influenced national policy and contributed to the shaping of American governance and social movements. Students will examine how New Jersey's industrial growth during the 19th and 20th centuries, particularly in manufacturing and transportation, contributed to America's economic development and played a crucial role in the nation's rise as an industrial power.	Refer to Section Activities/Resources	Quarter 2 Exam: Refer to the Suggested benchmark/assessments

	Students will analyze the impact of key industries in New Jersey, such as pharmaceuticals, telecommunications, and transportation, exploring how the state's economic activities have supported and influenced the broader American economy.		
Section 1: Innovations and Inventions originating from New Jersey

5-10 Days | Students will learn about major inventions originating from New Jersey.

Students will explore the lives and contributions of prominent inventors, such as Thomas Edison, Guglielmo Marconi, and researchers from Bell Labs. | Distribute a chart with important inventions and have students work in small groups to place these innovations on a timeline. They will also include key events from the inventors' lives.

Show a short video on Thomas Edison and Menlo Park (or an alternative video highlighting New Jersey's innovations).

Discuss how Edison's Menlo Park became the first research lab and how this set the stage for future technological advancements.

Divide students into small groups and assign each group an inventor or innovation from New Jersey (e.g., Edison, Marconi, Bell Labs).
Each group will research the following:
A brief biography of the inventor.
The invention they are most famous for.
The impact of the invention on American society.
Groups will create a short presentation (either a poster or digital presentation) summarizing their findings.

Design Your Own Invention activity.
Ask students to use their creativity to design an invention that they believe would benefit society today, drawing inspiration from the | Section Quiz and Test
Primary Source Document Analysis
Vocab Assessments
Section Review
Exit Tickets
Summarizing significant concepts
Homework
Class discussion
Oral reports
Cooperative learning activities
Technology-based projects
Group projects and reports
Alternate assessments |

		inventors they've studied.	
		They will sketch their invention and write a short description explaining how it works and what problem it solves.	
		Have students create their own short audio recordings using a phone or computer to demonstrate the concept behind the phonograph. They can narrate a story or interview a classmate and present the recording to the class.	
		Break students into groups to create short films on a topic of their choice using simple video-recording tools (phones or tablets). Discuss how Edison's camera innovations enabled the modern film industry, and relate this to the process of filmmaking.	
		Provide materials for students to create a simple working model of an electric railway using a battery, wires, and a small motor. They can research how Edison's invention improved transportation systems.	
Section 2: Notable Figures from New Jersey In American History 5-10 Days	Introduce students to the notable figures from New Jersey, emphasizing their contributions to American history. Understand Thomas Edison's key inventions and their lasting impact on America and the world. Understand Albert Einstein's contributions to science while residing in New Jersey and his role as a public intellectual.	Using class discussion and guided research, students will create an interactive timeline showcasing the lives and contributions of notable New Jersey figures (e.g., Thomas Edison, Alexander Hamilton, Alice Paul, Albert Einstein). Each student can select one figure to research in depth, contributing to the timeline with short biographies and major achievements. Students will review Edison's	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects

	Explore Paul Robeson's life as a singer, actor, athlete, and civil rights activist.	major inventions (lightbulb, phonograph, motion picture camera). In small groups, they will choose one invention and create a multimedia presentation on how it transformed everyday life. Use the Edison Papers Project website to examine primary sources, such as Edison's patents and correspondence. Conduct a simple science experiment related to Einstein's theory of relativity or energy principles ($E = mc^2$). Students can work in groups to explore how Einstein's theories reshaped modern physics. Use digital resources to research Einstein's time in Princeton and his work at the Institute for Advanced Study. Students will submit a lab report documenting the science experiment and explaining how it relates to Einstein's work. Students will research and recreate a performance of one of Paul Robeson's famous speeches or musical pieces. They can present a skit, read excerpts from his speeches, or perform a song associated with him. Have students research Robeson's activism and create a timeline of his work in the civil rights movement, linking his achievements to key historical moments.	Group projects and reports Alternate assessments
Section 3: The Impact of New Jersey on Industry and Economy 5-10 days	Understand the factors that led to New Jersey's industrial growth during the 19th and 20th centuries. Identify key industries that	Lecture and discuss an overview of NJ's industrial growth: location advantages Industrial Growth Timeline Activity	Section Quiz and Test Primary Source Document Analysis Vocab Assessments Section Review Exit Tickets

	emerged in New Jersey and their impact on the state and national economy. Analyze the development of key industries in New Jersey, including pharmaceuticals, telecommunications, and transportation. Understand how these industries contributed to the state's economy and the broader U.S. economy. Understand the role of Labor unions and worker rights in New Jersey's industrial growth. Explore how New Jersey's economy has evolved in modern times with a focus on its global connections and impact.	Have students create a visual timeline highlighting major milestones in NJ's industrial growth from the 1800s to the present. Include the founding of key industries (e.g., Campbell's Soup, Bell Labs, Merck). Economic Map Study Analyze historical and modern economic maps showing major industrial centers (e.g., Paterson, Newark, Camden). Students compare 19th/20th century maps with today's data (NJ Department of Labor or Census Business Patterns). Document-Based Inquiry: Labor and Unions Provide primary sources on NJ labor movements (e.g., Paterson Silk Strike of 1913). Students answer guiding questions and write a short position statement on the role of unions in shaping industry. Case Study Presentations: Key Industries Assign small groups industries like pharmaceuticals (Johnson & Johnson), telecommunications (Bell Labs), or transportation (Port Newark, railroads). Groups research and present the industry's rise, key players, and economic impact. Modern NJ Economy: Global Trade Simulation Students simulate how NJ companies import/export goods. Include global trade partners and port logistics (Port of Elizabeth/Newark, Newark Liberty Airport). Guest Speaker or Virtual Tour Invite a local business leader,	Summarizing significant concepts Homework Class discussion Oral reports Cooperative learning activities Technology-based projects Group projects and reports Alternate assessments

		labor representative, or economic development expert. Or use virtual tours of facilities (e.g., NJ Hall of Fame, Thomas Edison Center, Liberty Science Center).	

Standards for Course Content Area and Cross Content Standards Addressed

SOC.6.1	U.S. History: America in the World
	There are multiple and complex causes and effects of historical events.
SOC.6.1.12.HistoryCC.6.a	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.
SOC.6.1.12	Postwar United States: Cold War (1945 to early 1970s)
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
	The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
	Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.
SOC.6.3	Active Citizenship in the 21st Century
	Economics, Innovation, Technology: Global Economy

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- Reading aloud of primary and secondary sources, assessment questions, or directions when appropriate

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504-Eligible Students:*
- Regular collaboration with support staff to ensure accommodations are implemented consistently in historical content and skills-based tasks
- Preferential seating during lectures, debates, or film analysis to limit distractions
- Access to printed, highlighted, or scaffolded notes summarizing key historical concepts, timelines, and vocabulary
- Extended time on historical essays, unit assessments, and document analysis activities
- Verbal, dictated, or technology-assisted response options on history assignments and assessments
- Adjusted or reduced workload on assignments that focus on essential historical concepts without sacrificing content mastery
- Assistive technology use
- Breaks as needed during independent historical reading or assessment periods
- Alternative assessment formats including project-based or oral assessments of historical understanding
- Access to quiet testing environments for focused engagement with history materials
- Support with pacing large assignments using graphic organizers

Multilingual Language Learners (MLL):
- Collaboration with ESL teachers to adapt history content and vocabulary to language proficiency levels
- Use of audio-recorded lectures, bilingual resources, or translated historical materials when feasible
- Permission to use translation dictionaries or bilingual glossaries during instruction and assessments
- Encouragement of oral responses or audio-recorded assignments as alternatives to written assessments in English
- Technology integration to assist with history-based reading and writing tasks
- Key terms, people, and concepts highlighted in readings and lecture slides to guide comprehension
- Use of historical graphic organizers to support note-taking, sequencing of events, and analysis of sources
- Peer supports or buddy systems during collaborative projects and historical debates
- Visual aids and real-world comparisons to support historical understanding
- Modified assignments that focus on critical historical themes and concepts over breadth of content
- Scaffolding supports including sentence frames for historical writing, guided DBQ introductions, and vocabulary previews

At-Risk Students:
- Targeted small group instruction during research, essay writing, or document analysis tasks
- Clear, sequential modeling of historical thinking routines
- Real-world and contemporary connections to historical topics to enhance relevance
- Frequent formative checks, including exit tickets and one-on-one conferencing during research or writing tasks
- Scaffolded learning tasks such as graphic-organized note-taking, document deconstruction, and writing templates
- Peer support systems or collaborative work to foster accountability and shared learning
- Interactive and hands-on activities to promote active engagement
- Flexible deadlines on historical projects or essays and opportunities to revise after feedback
- Regular check-ins with history teachers or support staff to address academic and emotional needs
- Goal-setting routines and praise systems tied to historical skill development

Gifted Students:

- Opportunities for in-depth historical inquiry through thematic studies or independent research on underrepresented topics
- Access to enrichment resources such as academic journals, documentaries, or podcasts aligned with historical themes
- Encouragement of student-directed learning paths, including personalized research questions or project formats
- Assignments that promote synthesis of knowledge across time periods or disciplines
- Roles as discussion leaders, peer editors, or facilitators in group history projects and Socratic seminars
- Invitations to develop independent history capstones or participate in competitions
- Tasks that promote evaluation of multiple interpretations of historical events and the construction of nuanced arguments

Consistent with individual plans, when appropriate

Computer Sci Design Thinking

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google Workspace (Docs, Slides, Sheets) , iAmerica app, Microsoft Office apps, TimelineJS, Google Expeditions, StoryMapJS, Canva or Prezi, HP Reveal, New Jersey Digital Highway, ArcGIS Online.

CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.EC	Ethics & Culture
CS.9-12.ITH	Interaction of Technology and Humans
	The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.

Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Career Readiness, Life Literacies and Key Skills Practice

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.DC	Digital Citizenship
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
TECH.9.4.2.DC.5	Explain what a digital footprint is and how it is created.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.TL	Technology Literacy
TECH.9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
	An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
	Digital communities allow for social interactions that can result in positive or negative outcomes.
	Brainstorming can create new, innovative ideas.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	Individuals should practice safe behaviors when using the Internet.