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Created By: Social Studies Curriculum Team

**United States History I
Curriculum Map
Grades 10-12**

Content Area: Social Studies

Unit I:

- Revolution & the New Nation

September 07, 2025 -
November 16, 2025

45 days

Unit II:

- Expansion & Reform

November 17, 2025 -
January 31, 2026

45 days

Unit III:

- Civil War & Reconstruction

February 01, 2026 -
April 18, 2026

45 days

Unit IV:

- Industrialization & the New World Power

April 19, 2026 -
June 22, 2026

45 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Introduction / Philosophy: The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.

- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Social studies instruction occurs throughout the P-12 spectrum:

- In grades 9-12, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

Unit I: Revolution & the New Nation

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 2. Revolution and the New Nation (1754–1820s)

- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.
- 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.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 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.
- 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.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Supporting & Additional Standards

- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 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.
- 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.
- 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.
- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 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).

Interdisciplinary Standards

English Language Arts

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively,

orally) evaluating the credibility and accuracy of each source.

- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Science

- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects

Computer Science & Design Thinking

- 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).
- 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.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior

- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records

<p>Running Records Discussion Circles Turn and Talks Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment (link) Middle of the Year District Benchmark Assessment (link) End of the Year District Benchmark Assessment (link)</p> <p><u>Summative Assessments</u> Final Writing Drafts</p>	<p>Discussion Circles Turn and Talks</p>
<p>Enduring Understandings Unit I</p>	<p>Essential Questions Unit I</p>
<ul style="list-style-type: none"> ● Origins of a New Society 	<ul style="list-style-type: none"> ● To what extent was life in early America similar to and/or

<ul style="list-style-type: none"> • The French and Indian War resulted in Great Britain’s attainment of a dominant position in North America and a change in its relationship with the American colonies. • The road to revolution built slowly over time. Many factors and significant events fed the growing desire of the thirteen colonies for independence. • The Declaration of Independence expressed the colonist ideals of life, liberty, and the pursuit of happiness on which the United States was founded and the reasons for separation from Great Britain. • The Revolutionary War was a series of battles fought over the course of three years to gain independence from Great Britain. • The original draft of the U.S. Constitution had articles that were contested by many U.S. Representatives which prompted the creation of the Bill of Rights. • Two leading political figures, Jefferson and Hamilton, held opposing beliefs/views with regard to the role of a central government. Their individual visions are reflected in many policies, laws, and governing structures. 	<p>different from life in Europe?</p> <ul style="list-style-type: none"> • What were the effects of the French Indian War on the American colonies? • What were the main factors that led to the revolt against Britain? • What are the fundamental principles embodied in the Declaration of Independence and why were they so important to the colonists? • What was the “shot heard ‘round the world” and what was its impact on the war for independence? • What concerns prompted the creation of the Bill of Rights and how did its creation appease the anti-federalists? • How were Hamilton’s and Jefferson’s views concerning the role of the federal government different? How did their differing opinions impact the rise of political parties?
Sequence of Topics Unit I	Teacher Notes Unit I
<p>1. Early Colonial Life</p>	<p>Colonial Trades and Occupations, Colonial Women, Slavery in the Colonies, Survival in the New World, Quakers, Puritans, Plymouth colonies, Mayflower Compact</p>

2. Causes of the French and Indian War, its effects on Great Britain, and Great Britain's resulting relationship with the colonies	Western Expansion and Native American reaction, dispute over the Ohio Valley
3. Sugar Act, Quartering Act, Stamp Act, Townshend Act, Tea Act	Colonies taxed to fund Great Britain's debt from the French and Indian War
4. Boston Massacre and Boston Tea Party	Sons of Liberty: Samuel Adams, John Hancock, Paul Revere
5. The First Continental Congress and Colonial Militias	1774 Meeting of Delegates from 12/13 colonies to discuss America's future under British rule. Outline of Grievances, Right of Representation, Militias
6. Revolutionary War Battles	Lexington and Concord, 1775 Bunker Hill, 1775 Trenton, 1776 Saratoga, 1777 "I only regret that I have but one life to lose for my country." ~ Nathan Hale
7. Declaration of Independence	Common Sense- Thomas Paine Primary Authors- Jefferson, Adams, Franklin Preamble, Declaration of Rights, List of Complaints against the King, Resolution of Independence <i>"When in the course of human events..."</i> <i>"We hold these truths to be self-evident..."</i> <i>"...Life, Liberty and the pursuit of Happiness..."</i>
8. Second Continental Congress and the Articles of Confederation	1777 Articles of Confederation established the function of national government of the US <ul style="list-style-type: none"> ● Weak central government ● No taxation power

9. Treaty of Paris (1783)	Treaty between US and GB to end the Revolutionary War John Adams, Ben Franklin, John Jay, Henry Laurens represented the US “...signed, sealed and delivered -
10. Shays’ Rebellion	1786 Knox’s letter to Washington, led to strengthening of national government
11. Constitutional Convention	1787 James Madison “Father of the Constitution” George Washington is elected president
12. Constitution	1789 Virginia Plan v. New Jersey Plan Great Compromise Three-fifths Compromise System of Checks and Balances
13. Jefferson v. Hamilton	Discuss how each man’s experiences shaped his views of government Letters related to the JvH feud
14. Bill of Rights	1791 Protecting Individual Rights The first 10 Amendments

Suggested Activities / Resources

Causes of the French and Indian War, its effects on Great Britain, and Great Britain’s resulting relationship with the colonies

Resources:

Sugar Act, Quartering Act, Stamp Act

Resources:

Boston Massacre and Boston Tea Party

Resources:

The First Continental Congress and Colonial Militias

Resources:

Revolutionary War Battles

Resources:

Declaration of Independence

Resources:

Second Continental Congress and the Articles of Confederation

Resources:

[The Great Debate](#)

Treaty of Paris (1783)

Resources:

[“Signed, sealed and delivered”: The Treaty that Ended the Revolutionary War](#)

Shays Rebellion

Resources:

[Shays' Rebellion - HISTORY.COM](#)

[To George Washington from Henry Knox, 23 October 1786](#)

Constitutional Convention

Resources:

[Recorded Scholar Exchanges](#)

Constitution

Resources:

[From James Madison to George Washington, 16 April 1787](#)

Jefferson v. Hamilton

Resources:

[How the Rivalry Between Thomas Jefferson and Alexander Hamilton Changed History](#)

[Jefferson and Hamilton, Political Rivals in Washington's Cabinet](#)

[Digital History - Federalists and Jeffersonians](#)

Bill of Rights

Resources:

[ACLU Know Your Rights - "LGBTQ+ Rights"](#)

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words

- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit II: Expansion & Reform

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 3. Expansion and Reform (1801–1861)

- 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.
- 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.
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
- 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.

- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 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.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Supporting & Additional Standards

- 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).
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United
- 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 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.
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

Interdisciplinary Standards

Language Arts

- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Science

- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects

Computer Science & Design Thinking

- 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).
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Career Readiness, Life Literacies, & Key Skills

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Relationship Skills

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Evidence of Student Learning**Formative Assessments**

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

<p>Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment (link) Middle of the Year District Benchmark Assessment (link) End of the Year District Benchmark Assessment (link)</p> <p><u>Summative Assessments</u> Final Writing Drafts</p>	
<p>Enduring Understandings Unit II</p>	<p>Essential Questions Unit II</p>
<ul style="list-style-type: none"> ● With the election of 1800, Americans peacefully accomplished the nation’s first transfer of power from one party to another. ● As the United States continued to expand onto Native 	<ul style="list-style-type: none"> ● What were the theories of Manifest Destiny, and how did it influence foreign policy? ● How were Andrew Jackson’s views different from others, and

American lands, American Indians responded in various ways, ranging from acceptance to war.

- Jacksonian democrats view themselves as the guardians of the U.S. Constitution, political democracy, individual liberty, and equality of economic opportunity.
- Jackson's controversial Indian Removal Act is still a source of heartache among the Native American communities.
- The migration of Spaniards from central Mexico and settlers from the United States into the Great Plains, California, and the Rio Grande valley led to economic and political changes.
- The rise of cotton cultivation affected the society and the economy of the Antebellum south creating a vast separation of ideals from the north and the south.
- Manifest Destiny is a nineteenth-century belief that the United States had a mission to expand westward across the North American continent, spreading its form of democracy, freedom, and culture.

how did those differences in turn influence the nation?

- What was the status of the freed slave in the South? How did this compare with the status of freed people in the North?
- Explain the characteristics of the foreign and domestic slave trade. On what grounds was this trade criticized? How did the South answer this criticism?
- What evidence exists to show that slaves did not accept their condition without protest and, in some cases, outright defiance?
- What were the most widely recognized slave revolts? What did they accomplish?
- How did music and religion both shape and reflect the lives of African Americans on slave plantations?
- Why did many northern whites oppose the abolitionist movement? How did they show this opposition?
- What efforts did abolitionists make to find political solutions to the question of slavery? How successful were their efforts?
- How did abolitionists attempt to arouse widespread public anger over slavery through the use of propaganda? What was the most significant work to emerge from this effort? Why did it have such an impact?

	<ul style="list-style-type: none"> • What was the impact of anti-slavery reform on American national politics in the 1840s? • How did pressure of world opinion and Enlightenment ideals combine to end the slave trade and slavery in countries other than the United States?
Sequence of Topics Unit II	Teacher Notes Unit II
1. Political Parties Emerge	Tax on whiskey leads citizens to challenge the new government. The Federalists lose support of citizens. New party, Jeffersonian Republicans, emerges. See Hamilton's explanation describing the difference between the two parties.
2. The Election of 1800	This election marked the first transfer of power from one party to another.
3. Western Expansion	<ul style="list-style-type: none"> • Louisiana Purchase • Native American response <ul style="list-style-type: none"> ○ Little Turtle Miami Indians ○ Seneca Indians ○ Tenskwatawa, Tecumseh, and Treaty of Fort Wayne • Pioneers/Western Settlers
4. The War of 1812 The Treaty of Ghent, The Battle of New Orleans,	Tecumseh joins the British forces in Canada against the United States at the start of the War of 1812 "Mr. Madison's War" Treaty of Ghent signed on December 24, 1814 Battle of New Orleans & Andrew Jackson - Dec. 23, 1814 to Jan. 8, 1815

	Star Spangled Banner
5. The Missouri Compromise	The Northwest Ordinance of 1787 Henry Clay and Missouri Compromise, signed into law in 1820: <ol style="list-style-type: none"> (1) Slavery would not be restricted in Missouri (2) Congress agreed that as the US expanded westward, territories north of 36° 30' N latitude in the Louisiana Purchase would be closed to slavery.
6. Cultural, Social, & Religious Life in the early 1800s	American scholars and artists emerge. Population growth. New rules of Courtship and Marriage. Religious renewal and African American worship.
7. Hispanic North America	Spanish colonies, Mexican independence, and the Battle of the Alamo
8. Inventions & Innovations	<ul style="list-style-type: none"> ● The Industrial Revolution ● US Textile Industry ● Cotton Gin ● Roads, Canals, Railroads ● Manufacturing ● The Banking Industry ● Labor unions/strikes
9. The Economy of the South, The Slavery System, and Slave Revolts	Southern farming was highly profitable. By 1808, Congress had banned all further importation of slaves to the United States. In the South, the internal slave trade continued for the next half-century. Slave revolts led by leaders such as Gabriel Prosser, Denmark Vesey, Nat Turner
10. The Age of Jackson	Andrew Jackson inaugurated on March 4, 1829 Indian Relocation & Indian Removal Act

<p>11. The Antislavery Movement</p>	<p>The Roots of Abolitionism The Colonization of Liberia Frederick Douglass: <ul style="list-style-type: none"> • <i>“They who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing up the ground, they want rain without thunder and lightning. They want the ocean without the awful roar of its many waters.”</i> The Underground Railroad and Harriet Tubman Resistance to Abolitionism</p>
<p>12. The Movement for Women’s Rights</p>	<p>Private & Public Roles for Women The Role of African American Women</p>
<p>13. Growing Divisions</p>	<p>Rising Immigration led to a growing number of cultural differences between the North and South Immigrants face hostility</p>
<p>Suggested Activities / Resources</p>	
<p style="text-align: center;">Political Parties Emerge</p> <p><i>“One side [the Jeffersonians] appears to believe that there is a serious plot to overturn the State government and substitute a monarchy to the present republican system. The other side [the Federalists] firmly believes there is a serious plot to overturn the general government and elevate the separate powers of the States upon its ruins.” - Alexander Hamilton, 1792</i></p> <p>Post Hamilton quote anonymously for students to analyze.</p> <p>Resources: The Two-Party System: Federalists vs. Democratic-Republicans Washington's Farewell Address to the People of the United States Alexander Hamilton: “The Ultimate Object”</p>	

The Election of 1800

Resources:

[Thomas Jefferson to Spencer Roane - Library of Congress](#)

[The Most Consequential Elections in History: Thomas Jefferson and the Election of 1800 - US News & World Report](#)

[The Election of 1800 - USHistory.org](#)

Native American Reactions to the growing United States

Resources:

The War of 1812

The Treaty of Ghent, The Battle of New Orleans

Resources:

["Mr. Madison's War" - USS Constitution Museum](#)

The Missouri Compromise

Resources:

[The Missouri Compromise - USHistory.org](#)

["The Wolf by the Ear": Thomas Jefferson and the Missouri Crisis, 1819-21 - Monticello.org](#)

Cultural, Social, & Religious Life in the early 1800s

Resources:

Hispanic North America

Resources:

[The Alamo - Slides](#)

[Eyewitness to the Battle of the Alamo](#)

Inventions & Innovations

Resources:

[People v. Fisher, 1835](#)

The Economy of the South, The Slavery System, and Slave Revolts

Resources:

The Age of Jackson

Resources:

The Antislavery Movement

Resources:

- [Teaching Juneteenth](#) – This page from Teaching Tolerance offers several frameworks for teaching the history of Juneteenth.
- [The Meaning of Fourth of July to the Enslaved by Frederick Douglass](#) — Read the full text of this powerful speech from Frederick Douglass, where he describes the 4th of July to the American slave as “a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim.”

- [Monologue by James Earl Jones](#) — Or, have students listen to actor James Earl Jones read the speech during a performance of historian Howard Zinn’s acclaimed book, “Voices of a People’s History of the United States.”
- [Juneteenth Classroom Guide](#) - A classroom guide for the book Juneteenth Jamboree, that’s appropriate for students in grades K-5.

The Movement for Women’s Rights

Resources:

Growing Divisions

Resources:

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)

- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group

- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit III: Civil War & Reconstruction

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 4. Civil War and Reconstruction (1850–1877)

- 6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans’ ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Supporting & Additional Standards

- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

Interdisciplinary Standards

Language Arts

- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Science

- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects

Computer Science & Design Thinking

- 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).
- 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.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks
 Anecdotal Notes
 Reading/Writing Checklist

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

<p>Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment (link) Middle of the Year District Benchmark Assessment (link) End of the Year District Benchmark Assessment (link)</p> <p><u>Summative Assessments</u> Final Writing Drafts</p>	
<p>Enduring Understandings Unit III</p>	<p>Essential Questions Unit III</p>
<ul style="list-style-type: none"> ● With the expansion of territories, the debate over slavery intensifies. ● An antislavery movement arises in the early- to mid-1800s. A 	<ul style="list-style-type: none"> ● What about the expansion of territory reignited the slavery debate? ● How did slavery affect national politics during this period?

<p>variety of tactics are used to combat slavery, with members facing great dangers in their attempt to free slaves.</p> <ul style="list-style-type: none"> • After a series of violent clashes between proslavery and antislavery forces, Americans on both sides of the slavery issue become convinced that the other side is acting against law and morality. • After Lincoln’s election as President in 1860, seven southern states leave the Union. In April 1861, the first shots are fired, and the nation plunges into civil war. • The Civil War was caused by ideological, economic, and political differences about the future course of the nation. • Efforts to reunite the country through Reconstruction are contested, resisted, and have long-term consequences. 	<ul style="list-style-type: none"> • How did people's moral/ethical/religious beliefs shape their views on slavery and and the politics of the time? • How much influence did individuals debating the issue of slavery have in challenging and changing established laws? • What were the concerns associated with the succession of the South? • What impact does reform and revolution have in both limiting and extending individual rights and freedoms of various social classes during the period of reconstruction? • How do social, political, religious and economic ideologies in the United States influence Reconstruction and its termination? • How do nations recover from war? • Was Reconstruction a success?
Sequence of Topics Unit III	Teacher Notes Unit III
<ol style="list-style-type: none"> 1. Political debates and compromises around the controversy of slavery 	<ul style="list-style-type: none"> • Popular Sovereignty • Clay v. Calhoun • Compromise of 1850 • Daniel Webster “The Seventh of March” speech • The Fugitive Slave Act • The Kansas-Nebraska Act

<p>2. The rise of abolitionism</p>	<ul style="list-style-type: none"> ● Underground Railroad ● Uncle Tom's Cabin ● Harriet Tubman <ul style="list-style-type: none"> ○ “When I found that I crossed that line, I looked at my hands to see if I was the same person. There was such glory over everything; the sun came like gold through the trees, and over the fields, and I felt like I was in Heaven.” ● Levi Coffin <ul style="list-style-type: none"> ○ “I thought it was always safe to do right. The Bible, in bidding us to feed the hungry and clothe the naked, said nothing about color, and I should try to follow out the teachings of that good book.” ○ “The dictates of humanity came in opposition to the law of the land, and we ignored the law.” ● John Brown’s Raid
<p>3. The Dred Scott Decision</p>	<ul style="list-style-type: none"> ● “Mr. Chairman, look at the facts - here, in a country with a sublimity of impudence that knows no parallel, setting itself up before the world as a <i>free country, a land of liberty!, ‘the land of the free, and the home of the brave,’</i> the <i>‘freest country in all the world!’</i>... and yet here are millions of men and women groaning under a bondage the like of which the world has never seen - bought and sold, whipped, manacled, killed all the day long.” - quoted in <i>Witness for Freedom</i>, 1993
<p>4. Lincoln’s Election</p>	<ul style="list-style-type: none"> ● Lincoln’s campaign <ul style="list-style-type: none"> ○ “‘A house divided against itself cannot stand.’ I believe this government cannot endure, permanently

	<p>half <i>slave</i> and half <i>free</i>. I do not expect the Union to be <i>dissolved</i> - I do not expect the house to <i>fall</i> - but I <i>do</i> expect it will cease to be divided. It will become <i>all</i> one thing, or <i>all</i> the other.”</p> <p>- from a speech delivered at Springfield, Illinois, June 16, 1858</p> <ul style="list-style-type: none"> ● Lincoln v. Douglas debates <ul style="list-style-type: none"> ○ Dred Scott, popular sovereignty, Freeport Doctrine ● Lincoln is elected <ul style="list-style-type: none"> ○ The Democrats Split ○ The Southern States reaction ○ Lincoln’s Inaugural Address <ul style="list-style-type: none"> ■ “In your hands, my dissatisfied countrymen, and not mine is the momentous issue of civil war. The government will not assail you. You can have no conflict, without yourselves being the aggressors... We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection.” <p>- from Lincoln’s First Inaugural Address, March 4, 1861</p>
5. South secedes	<ul style="list-style-type: none"> ● Lower South secedes ● Upper South secedes <ul style="list-style-type: none"> ○ Fort Sumter Falls
6. Military strategy and major battles of the Civil War	<ul style="list-style-type: none"> ● Mobilizing the Troops ● The Anaconda Plan <p>Major Battles</p> <ul style="list-style-type: none"> ● First Battle of Bull Run ● Battle of Shiloh

	<ul style="list-style-type: none"> ● Battle of Murfreesboro ● Seven Days' Battles ● Second Battle of Bull Run
7. Life During the War	<ul style="list-style-type: none"> ● Wartime Economies ● African Americans in the Military ● Military Prisons
8. The Emancipation Proclamation	<ul style="list-style-type: none"> ● Pg. 258
9. The War Ends / The South Surrenders	
10. The End of Slavery & Southern Resistance	
11. Lincoln's Assassination & Aftermath of the Civil War / Reconstruction	
12. The West / Miners & Ranchers / Farming the Plains	
13. The Struggle on the Plains / Native American Reservations	<ul style="list-style-type: none"> ● Sand Creek Massacre ● Battle of Little Bighorn <ul style="list-style-type: none"> ○ "My heart is full of sorrow that so many were killed on each side, but when they compel us to fight, we must fight... Tonight we shall mourn for our dead, and for those brave white men lying up yonder on the hillside." - Sitting Bull, after the Battle of the Little Bighorn, 1876 ● Tragedy at Wounded Knee

Suggested Activities / Resources

Political debates and compromises around the controversy of slavery

Resources:

[Daniel Webster's Seventh of March Speech](#)
[Speech Costs Senator His Seat - March 7, 1850](#)

The rise of abolitionism

Resources:

[Reminiscences of Levi Coffin, the Reputed President of the Underground Railroad](#)

The Dred Scott Decision

Resources:

["Negro Protest Over the Dred Scott Decision"](#)

Lincoln's Election

Resources:

["House Divided" Speech - Springfield, Illinois June 16, 1858](#)
[The Lincoln-Douglas Debates](#)
[Excerpts from the seventh Lincoln-Douglas debate](#)
[First Inaugural Address of Abraham Lincoln - March 4, 1861](#) - Focus on: "Plainly the central idea of secession..."

South secedes

Resources:

Military strategy and major battles of the Civil War

Resources:

Life during the war

Resources:

The Emancipation Proclamation

Resources:

The War Ends / The South Surrenders

Resources:

The End of Slavery and Southern Resistance

Resources:

Lincoln's Assassination & Aftermath of the Civil War / Reconstruction

Resources:

The West / Miners & Ranchers / Farming the Plains

Resources:

The Struggle on the Plains / Native American Reservations

Resources:

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
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- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
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- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language

- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson

- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed

- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit IV: Industrialization & the New World Power

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)

- 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).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 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.

- 6.1.12.HistoryCC.6.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

Era 7. The Emergence of Modern America: World War I (1890–1930)

- 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Supporting & Additional Standards

- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 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.
- 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

- 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

Interdisciplinary Standards

Language Arts

- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Science

- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects

Computer Science & Design Thinking

- 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).
- 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.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning**Formative Assessments**

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks
 Anecdotal Notes
 Reading/Writing Checklist
 Demonstration of Learning (Exit Slips)
 Graphic Organizers/Thinking Maps
 Response Logs
 Reading Response
 Presentations
 Peer/Self Assessment
 Visual Representations
 Individual Whiteboards
 Student/Teacher Conferencing
 Rubrics
 Isation Screening
 Strategy Group

Benchmark Assessments**Alternate Assessments**

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

<p>Reading Unit Assessments Beginning of the Year District Benchmark Assessment (link) Middle of the Year District Benchmark Assessment (link) End of the Year District Benchmark Assessment (link)</p> <p><u>Summative Assessments</u> Final Writing Drafts</p>	
<p>Enduring Understandings Unit IV</p>	<p>Essential Questions Unit IV</p>
<ul style="list-style-type: none"> ● 19th Century Industrialization spurred economic growth but also contributed to social problems such as dangerous working conditions and urban poverty. 	<ul style="list-style-type: none"> ● Does the debate between Imperialists and Isolationists conflict with or concur with democratic principles? ● What were the pros and cons of acquiring colonies? ● How did the development of new technologies, new industries and new sources of energy lead to economic growth in the late 19th Century? ● In what ways did Industrialization change life in America?
<p>Sequence of Topics Unit IV</p>	<p>Teacher Notes Unit IV</p>
<p>1. The Rise of Industry</p>	<ul style="list-style-type: none"> ● Gross national product ● Entrepreneur/Free Enterprise ● Laissez-Faire
<p>2. Big Business & Unions</p>	<ul style="list-style-type: none"> ● Railroads, Linking the Nation

	<ul style="list-style-type: none"> ○ Transcontinental Railroad ● Robber Barons ● Captains of Industry <ul style="list-style-type: none"> ○ Andrew Carnegie Steel ○ John D. Rockefeller Oil ○ JP Morgan ● monopoly, trust, holding company ● Craft workers v. common laborers ● Knights of Labor ● Women and Organized Labor <ul style="list-style-type: none"> ○ Mary Harris Jones, “Mother Jones”
3. Immigration	<ul style="list-style-type: none"> ● Statue of Liberty/Emma Lazarus ● European Immigration ● Asian Immigration ● Ellis Island ● Nativism
4. Urbanization	<ul style="list-style-type: none"> ● Migration to Cities <ul style="list-style-type: none"> ○ Immigrants ○ Farmers ○ Young Americans ● Skyscrapers, tenements <ul style="list-style-type: none"> ○ “With... one dollar a day [our mother] fed and clothed an ever-growing family. She took in boarders. Sometimes this helped; at other times it added to the burden of living. Boarders were often out of work and penniless; how could one turn a hungry man out? She made all our clothes. She walked blocks to reach a place where meat was a penny cheaper, where bread was a half cent less. She collected boxes and old wood to burn in the stove.” - from “The Passing of the East Side,” <i>Menorah Journal</i>, 1929

	<ul style="list-style-type: none"> ● Urban Problems <ul style="list-style-type: none"> ○
5. Social Reform	<ul style="list-style-type: none"> ● Individualism and Darwinism ● Public Education ● Settlement Houses <ul style="list-style-type: none"> ○ Jane Addams
6. Politics of the Gilded Age	<ul style="list-style-type: none"> ● Civil Service Reforms ● Interstate Commerce Act/ Interstate Commerce Commission ● Tariffs ● Grange / Farmers' Alliance ● The Election of 1896 <ul style="list-style-type: none"> ○ "Having behind us the producing masses of this nation and the world supported by the commercial interests, the laboring interests and the toilers everywhere, we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns; you shall not crucify mankind upon a cross of gold." <p style="text-align: right;">- from Bryan's speech at the DNC, 1896</p>
7. The Rise of Segregation	<ul style="list-style-type: none"> ● Imposing Segregation <ul style="list-style-type: none"> ○ Poll tax and the "grandfather clause" ○ Plessy v. Ferguson, 1896 ● Legalizing Segregation <ul style="list-style-type: none"> ○ Jim Crow laws ● The African American Response <ul style="list-style-type: none"> ○ Ida B. Wells ○ Mary Church Terrell ● Booker T. Washington <ul style="list-style-type: none"> ○ "The wisest among my race understand that the agitation of questions of social equality is the

	<p>extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing... It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercises of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house.”</p> <p style="text-align: right;">- from <i>Up From Slavery</i>, Booker T. Washington, 1901</p> <ul style="list-style-type: none"> ● W.E.B. DuBois <ul style="list-style-type: none"> ○ “Negroes must insist continually, in season and out of season that voting is necessary to proper manhood, that color discrimination is barbarism.” <p style="text-align: right;">- from <i>The Souls of Black Folk</i>, W.E.B. DuBois, 1903</p>
8. Becoming a World Power / The Spanish-American War	<ul style="list-style-type: none"> ● Imperialism ● yellow journalism ● jingoism ● American Expansion in the Pacific <ul style="list-style-type: none"> ○ Trade begins with Japan/Commodore Perry ○ Annexation of Samoa and Hawaii ○ Governing Puerto Rico ● American Forces support Cuba ●
9. Progressivism / Woman Suffrage / Prohibition	<ul style="list-style-type: none"> ● Muckrakers ● Child Labor / Health and Safety Codes ● Susan B. Anthony ● Florence Kelley
10. Roosevelt & Taft	<ul style="list-style-type: none"> ● Panama Canal
11. Election of 1912 - Wilson	

Suggested Activities / Resources

The Rise of Industry

Resources:

Big Business & Unions

Resources:

 [Newsies \(1992\) Trailer HD](#)

Immigration

Resources:

[The New Colossus, by: Emma Lazarus](#)

Urbanization

Resources:

[Life on the Lower East Side: A Tenement over Time](#)

Social Reform

Resources:

Politics of the Gilded Age

Resources:

The Rise of Segregation

Resources:

[The Debate Between W.E.B. Du Bois and Booker T. Washington](#)

[W.E.B. Du Bois and Booker T. Washington Had Clashing Ideologies During the Civil Rights Movement](#)

Becoming a World Power

Resources:

Progressivism / Woman Suffrage / Prohibition

Resources:

Roosevelt & Taft

Resources:

Election of 1912 - Wilson

Resources:

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals

- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests

- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes: