DEPARTMENT Social Studies COURSE US History I

## Curriculum Development Timeline

**School:** Ocean Township High School

**Course:** US History I

**Department:** Social Studies

| Board Approval | Supervisor | Notes |
|---|---|---|
| August 2008 | Gina Hagerman | Born Date |
| September 2012 | Stephen Sarles | Revisions |
| June 2016 | Chris Wilson | Revisions |
| December 2017 | John Bosmans | Revisions |
| March 2019 | John Bosmans | Review |
| August 2022 | Michael Emmich | Alignment to New Standards & Incorporate State Standards |
| August 2024 | Cecilia Vila | Updated to Include New State Mandates |
| August 2026 | Cecilia Vila | Alignment to New Standards & Revisions |

DEPARTMENT Social Studies COURSE US History I

| Township of Ocean Pacing Guide | | | |
|---|---|---|---|
| **Week** | Marking Period 1 | **Week** | Marking Period 3 |
| 1 | Colonization and Settlement (1585-1763) | 11 | Civil War and Reconstruction (1850-1877) |
| 2 | Revolution and the New Nation (1754-1820s) | 12 | Civil War and Reconstruction (1850-1877) |
| 3 | Revolution and the New Nation (1754-1820s) | 13 | Civil War and Reconstruction (1850-1877) |
| 4 | Revolution and the New Nation (1754-1820s) | 14 | Civil War and Reconstruction (1850-1877) |
| 5 | Revolution and the New Nation (1754-1820s) | 15 | The Development of the U.S. (1870-1900) |
| **Week** | Marking Period 2 | **Week** | Marking Period 4 |
| 6 | Expansion and Reform (1801-1861) | 16 | The Development of the U.S. (1870-1900) |
| 7 | Expansion and Reform (1801-1861) | 17 | The Development of the U.S. (1870-1900) |
| 8 | Expansion and Reform (1801-1861) | 18 | The Development of the U.S. (1870-1900) |
| 9 | Expansion and Reform (1801-1861) | 19 | The Development of the U.S. (1870-1900) |
| 10 | Civil War and Reconstruction (1850-1877) | 20 | Review<br>Final Exam |

**Holocaust Education**: Expansion and Reform unit; The Development of the U.S. unit; Colonization and Settlement Unit
**Amistad Education**: Revolution and the New Nation unit; Civil War and Reconstruction unit; The Development of the U.S. unit, Colonization and Settlement unit
**AAPI**: Expansion and Reform unit; The Development of the U.S. unit
**Climate Change Mandate:** Colonization and Settlement unit; Expansion and Reform unit

DEPARTMENT Social Studies COURSE US History I

**LGBT/Persons with Disabilities Mandate:** Revolution and the New Nation unit; Civil War and Reconstruction unit
**Diversity, Equity, and Inclusion Mandate:** Colonization and Settlement unit; Revolution and the New Nation unit; Civil War and Reconstruction unit; The Development of the U.S. unit

| Core Instructional & Supplemental Materials including various levels of Texts |
|---|
| *The Americans* (College Prep/ADV), DBQ Project Online, NEWSELA, Choices Program, *The American Pageant* (Honors), *The American Spirit* (Honors), *Don't Know Much About History,* Kahoot, Quizlet Live, Google Earth, NJDOE DEI Resources, NJDOE Climate Change Resources, History Channel article about Baron von Steuben, National Parks Service article about Baron von Steuben, "The Invisible Struggles of Civil War Veterans" article |

| Time Frame | One (1) week |
|---|---|

| Topic |
|---|
| Colonization and Settlement (1585-1763) |

| Alignment to Standards |
|---|
| • **6.1.12.CivicsPI.1.a:** Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.<br>• **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.<br>• **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).<br>• **6.1.12.EconGE.1.a:** Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.<br>• **6.1.12.HistoryCC.1.a:** Assess the impact of the interactions and conflicts between native groups and North American settlers. |

| Learning Objectives and Activities |
|---|
| **Students will be able to:**<br>• Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.<br>• Analyze how gender, property ownership, religion, and legal status affected political rights. (DEI Mandate) |

DEPARTMENT Social Studies COURSE US History I

- Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World and how these regions and conditions still affect economic development in the 21st century.
- Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. (Amistad Mandate)
- Explain the consequences to Native American groups of the loss of their land and people. (DEI Mandate)

**Activities:**

- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

## Assessments

**Formative:**

- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

**Summative:**

- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)

**Benchmark:**

- DBQ analysis

**Alternative:**

- Kahoot, Quizlet Live, etc.

## Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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).

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essay Construction

## Career Readiness, Life Literacies, and Key Skills

**9.4.2.CI.1**: Demonstrate openness to new ideas and perspectives.
**9.4.2.IML.1**: Identify a simple search term to find information in a search engine or digital resource
**9.4.5.IML.1**: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
**9.4.8.IML.12**: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

## Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - **9.4.12.TL.4**: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
    - **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.
- Students will select and evaluate the media platform which best suits their project needs.
    - **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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
    - **9.4.12.TL.3**: Analyze the effectiveness of the process and quality of the collaborative environment.

**Career Education**

| Time Frame | Four (4) weeks |
|---|---|

**Topic**

Revolution and the New Nation (1754-1820s)

**Alignment to Standards**

- **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.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.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.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.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.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.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.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.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.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.EconEM.2.a:** Explain how the United States economy emerged from British mercantilism.
- **6.1.12.EconEM.2.c:** Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- **6.1.12.HistoryCA.2.a:** Research multiple perspectives to explain the struggle to create an American identity.

## Learning Objectives and Activities

**Students will be able to:**

- Evaluate the importance of the Declaration of Independence, The Constitution, and the Bill of Rights to the spread of democracy around the world.
- Compare and contrast state constitutions, including New Jersey's 1776 constitution and determine their impact on the development of American constitutional government.
- Explain how Judicial Review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- Examine the emergence of the early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
- Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over

Western lands and the expansion of slavery. (Amistad Mandate)

- Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. (DEI Mandate)
- Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations. (DEI Mandate)
- Determine the impact of African American leaders and institutions in shaping free Black communities in the North. (DEI Mandate)
- Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
- Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
- Relate events in Europe to the development of American trade and American foreign and domestic policies.
- Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- Assess the role of geopolitics in the development of American foreign relations during this period.
- Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. (DEI Mandate)
- Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- Analyze the various rationales provided as a justification for slavery. (Amistad Mandate)
- Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement. (Amistad Mandate)
- Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- Evaluate the policies of Andrew Jackson and the Indian Removal Act and debate

whether or not what was done to the Native Americans would qualify as a Genocide. Review other genocides around the globe to compare and contrast. (Holocaust Mandate/DEI Mandate)
- People from various backgrounds and lifestyles contributed to the success of the American Revolution such as Baron Von Steuben, who was openly gay. (LGBT/PwD Mandate)

**Activities:**
- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

## Assessments

**Formative:**
- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

**Summative:**
- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)

**Benchmark:**
- DBQ analysis

**Alternative:**
- Kahoot, Quizlet Live, etc.

## Interdisciplinary Connections

DEPARTMENT Social Studies COURSE US History I

English Language Arts (NJSLS ELA 2023)
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
RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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).

- Students will read, analyze, and debate the *Federalists Papers* in order to debate both sides of the ratification of the Constitution and how these pieces of literature influenced public opinion. Students will construct essays using various sources.
- Students will read and analyze primary source documents, analyze DBQs, conduct research to produce essays, evaluate the point of view on the same topic such as the temperance movement from various authors of primary source documents.
- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Construct essay using proper citations.

## Career Readiness, Life Literacies, and Key Skills

**9.4.2.CI.1**: Demonstrate openness to new ideas and perspectives.
**9.4.2.IML.1**: Identify a simple search term to find information in a search engine or digital resource
**9.4.5.IML.1**: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
**9.4.8.IML.12**: Use relevant tools to produce, publish, and deliver information supported with

evidence for an authentic audience.

## Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **9.4.12.TL.4**: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **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.
- Students will select and evaluate the media platform which best suits their project needs.
  - **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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3**: Analyze the effectiveness of the process and quality of the collaborative environment.

## Career Education

**CRP1**: Act as a responsible and contributing citizen and employee. Through the analysis of the Bill of Rights, Constitution, and other early forms of government, students will understand the function of a democratic republic and compare various forms of government around the globe that have been used and are currently in place in the 21st century.
**CRP5**: Students will evaluate the impact of new taxes placed on American citizens during the early years of the foundation of the nation and evaluate the impact that it had on society now and the lasting impact it has had on our country.
**CRP11**: Students will evaluate how advancement in technology improved the lives of Americans during the 19th century and how technology currently is being used to enhance productivity in various fields.

| Time Frame | Four (4) weeks |
|---|---|

DEPARTMENT Social Studies COURSE US History I

| Topic |
| --- |
| Expansion and Reform (1801-1861) |

## Alignment to Standards

- **6.1.12.Civics.PI.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. 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.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.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.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. 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 States political boundaries.
- **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.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.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.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.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.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- **6.1.12.HistoryCC.3.a:** Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

## Learning Objectives and Activities

DEPARTMENT Social Studies COURSE US History I

**Students will be able to:**

- Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- Determine the impact of religious and social movements on the development of American culture, literature, and art.
- Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. (Holocaust Mandate and DEI Mandate)
- Assess the impact of Western settlement on the expansion of United States political boundaries.
- Identify and assess how westward expansion dramatically diminished some natural resources and gravely impacted other environmental factors, eventually leading to cataclysmic events such as the Dust Bowl. (Climate Change Mandate)
- Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives, particularly those of displaced populations, exploited immigrant labor (such as those from Asian nations). (AAPI Mandate)

**Activities:**

- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

## Assessments

**Formative:**

- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

**Summative:**

- Unit quizzes
- Unit tests

- Open-ended essay(s)
- Project(s)

**Benchmark:**
- DBQ analysis

**Alternative:**
- Kahoot, Quizlet Live, etc.

## Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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
W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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).
- Close Reading Strategies, Primary Source Analysis, Construct essay using proper citations.

## Career Readiness, Life Literacies, and Key Skills

**9.4.2.CI.1**: Demonstrate openness to new ideas and perspectives.
**9.4.2.IML.1**: Identify a simple search term to find information in a search engine or digital resource
**9.4.5.IML.1**: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

DEPARTMENT Social Studies COURSE US History I

**9.4.8.IML.12**: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

## Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **9.4.12.TL.4**: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **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.
- Students will select and evaluate the media platform which best suits their project needs.
  - **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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3**: Analyze the effectiveness of the process and quality of the collaborative environment.

## Career Education

**CRP11**: Students will evaluate how advancement in technology improved the lives of Americans during the 19th century and how technology currently is being used to enhance productivity in various fields.
**CRP8**: Students will utilize critical thinking skills to navigate an exploration and settle in new territory west of the Mississippi river.

| Time Frame | Five (5) weeks |
|---|---|

## Topic

Civil War and Reconstruction (1850-1877)

DEPARTMENT Social Studies COURSE US History I

## Alignment to 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.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.CivicsDP.4.a:** Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- **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.
- **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.c:** Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- **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.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.

## Learning Objectives and Activities

**Students will be able to:**

- Analyze 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.
- Analyze how ideas found in key documents (i.e., the Declaration of Independence, the

Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. (DEI Mandate)

- Evaluate how political and military leadership affected the outcome of the Civil War.
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. (Amistad Mandate)
- Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
- Assess the role that economics played in enabling the North and South to wage war.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- Evaluate policy decisions made by leaders of both the North and the South during the Civil War and how those decisions impacted the outcome.
- Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- Explain why the Civil War was more costly to America than previous conflicts were.
- Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
- Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- Compare and contrast economic development of the North, South, and West in the post-Civil War period.
- Explain how Mose Triplett's disability from the Civil War and others like him, led to the federal government to take care of wounded veterans through pensions. (LGBT/PwD Mandate)

**Activities:**

- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work

- Do Nows

## Assessments

**Formative:**
- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

**Summative:**
- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)

**Benchmark:**
- DBQ analysis

**Alternative:**
- Kahoot, Quizlet Live, etc.

## Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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
W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a

style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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).

- Close Reading Strategies, Primary Source Analysis, Construct essay using proper citations.

## Career Readiness, Life Literacies, and Key Skills

**9.4.2.CI.1**: Demonstrate openness to new ideas and perspectives.
**9.4.2.IML.1**: Identify a simple search term to find information in a search engine or digital resource
**9.4.5.IML.1**: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
**9.4.8.IML.12**: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

## Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **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.
- Students will select and evaluate the media platform which best suits their project needs.
  - **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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of the collaborative environment.

DEPARTMENT Social Studies COURSE US History I

| Career Education |
|---|
| **CRP5**: Students will analyze the environmental, social, and economic decisions of leaders in the United States of America that led to the brink of Civil War. |

| Time Frame | Six (6) weeks |
|---|---|

| Topic |
|---|
| The Development of the U.S. (1870-1900) |

## Alignment to Standards

- **6.1.12.EconEM.5.a:** Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- **6.1.12.CivicsDP.5.a:** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- **6.1.12.GeoPP.5.a:** Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- **6.1.12.GeoHE.5.a:** Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- **6.1.12.EconEM.5.a:** Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- **6.1.12.HistoryNM.5.a:** Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- **6.1.12.HistoryNM.5.b:** Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- **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.
- **6.1.12.HistoryCA.5.a:** Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- **6.1.12.HistoryUP.5.a:** Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

## Learning Objectives and Activities

DEPARTMENT Social Studies COURSE US History I

**Students will be able to:**

- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. (Amistad Mandate, Holocaust Mandate and DEI Mandate)
- Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- Relate industrial growth to the need for social and governmental reforms.
- Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.
- Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- Relate varying immigrants' experiences to gender, race, ethnicity, or occupation. (DEI Mandate)

**Activities:**

- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

## Assessments

**Formative:**

- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate

- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

**Summative:**
- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)

**Benchmark:**
- DBQ analysis

**Alternative:**
- Kahoot, Quizlet Live, etc.

## Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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
W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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).
- Close Reading Strategies, Primary Source Analysis, Construct essay using proper citations.

DEPARTMENT Social Studies COURSE US History I

## Career Readiness, Life Literacies, and Key Skills

**9.4.2.CI.1**: Demonstrate openness to new ideas and perspectives.
**9.4.2.IML.1**: Identify a simple search term to find information in a search engine or digital resource
**9.4.5.IML.1**: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
**9.4.8.IML.12**: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

## Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
    - **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.
- Students will select and evaluate the media platform which best suits their project needs.
    - **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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
    - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of the collaborative environment.

## Career Education

**CRP5**: Students will evaluate business practices of monopolies and individuals such as John D. Rockefeller, Andrew Carnegie, and how such decisions impacted both the country and individual during the time period. Students will also evaluate how the use of fossil fuels has impacted society around the globe and alternatives that are being explored in the 21st century.

DEPARTMENT Social Studies COURSE US History I

| Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans) |
|---|

**ELL**:

- Curriculum Companion
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

**Supports for Students With IEPs**:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

**At-Risk Students**:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

**Gifted and Talented**:

- 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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

- Expose students to beyond level texts.

***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns