Wall Township Public Schools	Board Approval Date: August 23, 2022

Course Title: US History I CP

Course Description: This class is an in-depth study of the time period in U.S. History from Pre-Revolutionary America to 1900. Students will study the thirteen colonies, American Revolution, Constitution, The Early National period, including the slave trade and *Amistad*, pre-antebellum period, the Civil War and Reconstruction. Political, economic and social aspects of the Industrialized Era are included as topics for discussion

New Jersey Student Learning Standards

Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as provide the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set

forth in the New Jersey Student Learning Standards.

2020 New Jersey Student Learning Standards for Social Studies

Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards — Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;

- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national 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 relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Era 1. Colonization and Settlement (1585-1763)- In this unit, students examine the development of the British North American colonies and the ways colonial societies adapted European political, economic, and cultural traditions to meet the unique challenges of life in the New World. Students compare the New England, Middle, and Southern Colonies by analyzing their political systems, economies, social structures, and cultural characteristics. Through the study of colonial government, mercantilism, capitalism, slavery, and interactions between European settlers and Native American nations, students investigate how geography, natural resources, and trade influenced colonial growth and regional differences. Students also explore the	12

emergence of an American identity and the expansion of representative government while evaluating the opportunities and conflicts that shaped colonial life. By analyzing primary and secondary sources from multiple perspectives, students develop an understanding of how the experiences of diverse groups in colonial America laid the foundation for the political, economic, and social development of the United States.	
Era 2. Revolution and the New Nation (1754–1820s)- In this unit, students examine the origins of the American Revolution, the creation of the United States government, and the development of the early republic. Students investigate the political, economic, and ideological tensions between Great Britain and its North American colonies that led to the French and Indian War, the movement for independence, and the Revolutionary War. Through the study of the Declaration of Independence, the Articles of Confederation, the Constitutional Convention, and the ratification debates between the Federalists and Anti-Federalists, students analyze the principles that shaped the Constitution, the Bill of Rights, and the framework of the American system of government. Students also explore the emergence of political parties, the presidencies of George Washington, John Adams, and Thomas Jefferson, the Louisiana Purchase, the Marshall Court, and the War of 1812 to understand how the new nation addressed challenges related to governance, economics, foreign policy, and national identity. Throughout the unit, students evaluate the contributions and perspectives of diverse groups—including women, African Americans, and Native Americans—and consider the extent to which the nation's founding ideals were realized or denied. By analyzing primary and secondary sources from multiple perspectives, students develop an understanding of how the founding principles and early political institutions of the United States continue to shape American democracy today.	40
Era 3. Expansion and Reform (1801–1861): In this unit, students examine the political, economic, and social changes that transformed the United States during the first half of the nineteenth century. Students investigate how industrialization, westward expansion, immigration, and technological innovation contributed to economic growth while intensifying	28

regional differences between the North and South. Through the study of key events and developments—including the Era of Good Feelings, Jacksonian Democracy, the Missouri Compromise, the Monroe Doctrine, the Trail of Tears, the Nullification Crisis, the Texas Revolution, the Mexican-American War, and the California Gold Rush—students analyze how territorial expansion and sectional interests shaped American politics and national identity. Students also explore the Second Great Awakening and the rise of reform movements focused on abolition, women's rights, public education, and other social issues, evaluating their successes, limitations, and lasting influence. By analyzing primary and secondary sources from multiple perspectives, students assess the opportunities and challenges created by expansion, the treatment of Native Americans and other marginalized groups, and the growing conflicts over slavery, states' rights, and democracy that ultimately set the stage for the Civil War.	
Era 4. Civil War and Reconstruction (1850–1877): In this unit, students examine the causes, major events, and lasting consequences of the American Civil War and Reconstruction. Students investigate the growing sectional divisions over slavery, states' rights, economic interests, and political power that culminated in the nation's deadliest conflict. Through the study of key events—including the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, the Lincoln-Douglas debates, Harpers Ferry, the Election of 1860, major Civil War battles, the Emancipation Proclamation, and the Gettysburg Address—students analyze how ideological, political, and economic differences shaped the course of the war. Students also examine the Reconstruction era by evaluating the impact of the 13th, 14th, and 15th Amendments, competing plans to reunify the nation, the challenges faced by formerly enslaved people, and the economic and social transformation of the South. By analyzing primary and secondary sources from multiple perspectives, students assess the successes and limitations of Reconstruction, the expansion of civil rights, and the enduring effects of the Civil War on the development of the United States and the relationship between state and federal governments.	25

Era 5. The Development of the Industrial United States (1870–1900): In this unit, students examine how industrialization transformed the United States during the late nineteenth and early twentieth centuries. Students investigate the technological innovations, business practices, and economic developments that fueled rapid industrial growth while reshaping transportation, manufacturing, communication, and everyday life. Through the study of big business, monopolies, free enterprise, labor unions, immigration, urbanization, and westward expansion, students analyze how industrialization created new opportunities while also producing social, economic, and political challenges. Students explore the experiences of immigrants, workers, Native Americans, and other groups as they evaluate issues such as labor conditions, discrimination, government regulation, and the effects of industrial growth on cities, the environment, and American society. By analyzing primary and secondary sources from multiple perspectives, students assess how technological innovation, economic change, and reform efforts shaped the nation's development and continue to influence the relationship between business, government, and society today.	15

Unit 1

Desired Results
Unit 1 Title: Era 1. Colonization and Settlement (1585-1763)
Unit Summary: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
Learning Standards
NJSLS:

6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

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.

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)

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

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.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

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.

Amistad:

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

• What are some problems faced by colonial settlers and those facing Americans today and how do the responses compare? • How does geography affect a people's cultural and economic development? • What does it mean to be independent? • How did the European Enlightenment thinkers influence the formation of the colonies first government?	• Early American settlers were challenged by the climate and native American land disputes. Today, immigrants are faced with different challenges than early American settlers. • American colonies were geographically divided into three regions which created different economies (NE, Middle, South). • Independence is the freedom to act, think, speak without control and exercise sovereignty over one's destiny. • The ideologies of the early American doctrines were grounded in the theories of Locke and Rousseau.
Vocabulary: Champlain, Jamestown, Plymouth, W. Bradford, Pilgrims v. Puritans, J. Smith, Powhatan Wars, Powhatan, Pocahontas, Pequot War, A. Hutchinson, New England, Chesapeake Bay Region, New Amsterdam/York, King Philip's War, King William's War, The 13 colonies, Economies of each region, Social/Cultural norms of each region, Leader colony of each region Bacon's Rebellion, House of Burgesses, Mayflower Compact, CT Fundamental Orders, Wealth of Nations, Adam Smith	
Students will be able to: • Analyze the colonies for Political, Economical, Cultural, and Social (PECS) similarities & differences. • Identify a geopolitical map of the 13 original colonies and the three regions. • Evaluate the level of independence the colonists had while living in the colonies and how it changed over time. • Analyze the impact that Enlightenment thinkers had on colonial government through various primary sources.	
Learning Activities: • Colonial Regions Project comparing PECS of each of the three regions • Discuss the individual rights of Thomas Hall	

- Compare and contrast the two approaches to governing in the New England Region and the South.
- Create another form of colonial government. Present the colonial government to the class.
- PECS Chart with geography for the three regional colonies of England. Jigsaw and share information with the home group.
- Explain how TWO geographic characteristics of the New England, Middle & Southern colonies influenced the development of the economy of that region.
- Cite specific evidence from documents to support your explanation.
- Compare and contrast mercantilism and capitalism
- Use Primary Source Documents to aid in the economic theories.
- Explain TWO differences between mercantilism and capitalism and their relevance to the development of the regional economies
- Analyze slavery in the colonies -Transatlantic Slave Trade, Middle Passage, and Olaudah Equinano.
- Analyze historical documents and write about how American Indians have been perceived over time.
- Discuss the Native American belief in Two Spirits.
- Analyze the data chart "The Effects of Disease on American Indians"
- Examine the effects of the Pequot War
- Analysis of Causes and Effects French Indian War

Assessment Evidence

Formative Assessments:

- Colonies Reading Quiz
- Colonies Vocabulary Quiz
- Era 1 Notebook Check
- Three Regions Colonial Cooperative Project

Summative Assessments:

- Era 1 Common Assessment

Common Benchmark Assessments:

- Era 1 Common Assessment.

Alternative Assessments:

- Research Project on one colonial government
- Multimedia presentation showing PECS of several artifacts.

Core Instructional & Supplemental Materials

- *US History Interactive*
  - Chapter 1: America's Cultural Roots
    - Section 1: The Peoples of the Americas
  - Chapter 2: England's American Colonies
    - Section 1:The Southern Colonies Take Root
    - Section 2:New Lives in New England
    - Section 3: The Middle Colonies Thrive
    - Section 4: Immigration & Slavery in the Colonies
    - Section 5: Economic & Social Life in the Colonies
    - Section 6: Creating an American Identity
- CHIPPO Graphic Organizer
- PECS Graphic Organizer
- Articles
  - Hispanic Heritage Month (Sept)
  - Specific articles related to the content.

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2: ERA 2 Revolution and the New Nation (1754–1820s)

Unit Summary: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Learning Standards

NJSLS:

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.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.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.HistoryCA.2.a: Research multiple perspectives to explain the struggle 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.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.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.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.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).

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

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.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

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.

Holocaust & Amistad:

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.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Learning Targets

Unit Essential Questions:

- Why do people rebel?
- How did the Revolutionary War impact the American identity?
- What economic, cultural, and ideological factors sparked and sustained the drive for American independence from England?
- How was the American Revolution both a war for independence and a civil conflict?
- What is the best form of government?
- How did the Articles of Confederation impact the Constitution, thereby impacting the world today?
- How did the Federalists and Anti-federalists differ in their views and how does this impact the US today?

Unit Enduring Understandings:

- People rebel when their basic human rights and freedoms are threatened, as in the case of the American Revolution.
- The Revolutionary War gave birth to the American Identity and allowed it to evolve as the nation grew.
- The Enlightenment and the confines of mercantilism helped spark the desire for independence.
- The regional identities were firmly established and economic competition for dominance led to sectionalism, while the nation fought for its independence.
- The best form of government allows the people a say in how they are governed, the right to evaluate the

• Which characteristics allow an individual to succeed/ fail in facing the challenges of his Presidency? • How did the early political parties differ in their platforms/candidates, and why did this lead to the concept of nullification and thus the Civil War? • To what extent were the Articles of Confederation reflective of the political beliefs of the Revolutionary Era? • To what extent was the U.S. Constitution a conservative response to the “excesses” of the more democratic state governments? • In what unanticipated ways did the American political system take shape under the U.S. Constitution? • To what extent could the transfer of power from the Federalists to the Democratic-Republicans be considered a “revolution”? • How did the election of 1800 create an early Constitutional challenge to the electoral process and what role did party politics and the media play in the outcome? • What was the immediate and long-standing impact of the Judiciary Act and early supreme court rulings?	performance of the government and change it as necessary and provides the protection of natural rights and equality under the law. • The Constitution’s ability to adapt to the ever changing future in order to meet the needs of its citizens through amendments enables it to remain a relevant Living Document now and always. • The Federalists and Anti-federalists both presented valid concerns during the ratification period which helped the country see the need for a Federation and the protection of individual rights from the new government under the Bill of Rights. • The early political parties set forth opposing viewpoints on the role of central government, the economy, the national debt, foreign affairs, domestic trade and policy and involvement of the citizenry, which enabled Washington and Adams to effectively launch the New Republic and handle the challenges it faced. • The original two political parties laid the groundwork for designing platforms to address and solve the specific problems of the nation, publicly choose candidates and allow room for evolution, which led to the formulation of the modern day parties • In the absence of a crisis, unity is difficult to maintain.

• What were the motivations behind the Louisiana Purchase, and how did it contradict Jefferson's views on the constitutional role of the presidency? • How did the geographical location of the U.S. and conflicts between European nations affect the US? • How did the War of 1812 impact the US?	• The appropriate apportionment of political power between the states and the national government is a point of perpetual contention. • The degree of self-governance afforded the individual has continuously expanded. • Commercial political and economic interests often run counter to the interests of agriculture. • The election of 1800 exemplified the first electoral crisis, the role of the media in deciding elections, and featured the emergence of political parties. • Landmark court cases emerged early in the Jefferson Presidency that better defined the powers of the Supreme Court and justified the creation of federal institutions. • The US greatly expanded its borders during the Jefferson era, and opened up the door to a new frontier of economic and political progress. • European struggles to maintain adequate naval resources in the Americas gave the US a substantial geographical advantage in keeping European interests from further expanding in the Americas. • International conflicts caused Jefferson to react with unpopular and economically burdensome legislation that hurt the American economy and did little to resolve conflicts with European powers.

	• Tecumseh's resistance and threat to form a confederation of American Indian nations caused great concern for American interests.
Vocabulary: King George III, Lord Cornwallis, John Adams, George Washington, Thomas Jefferson, Patrick Henry, Benjamin Franklin. Boston Massacre, Boston Tea Party, First Continental Congress. Battles at Lexington and Concord, Approval of the Declaration of Independence, Battle of Saratoga, Surrender at Yorktown, Signing of the Treaty of Paris, Loyalists, Tories, Patriots, Pacifists, Mercenaries, Minutemen, Natural Rights of Man, Parliament, Sons of Liberty, Washington, Hamilton, Madison, Adams, Jefferson, Franklin, Sherman, Great Compromise, Federalist Papers, Neutrality Proclamation, Bank of US, Judiciary Act of 1789, Alien and Sedition Acts, XYZ Affair, NWLO 1787, Articles of Confederation, Constitution, Bill of Rights, Ratification, veto, nullification, assumption, state's rights, federal government, executive, legislative, judicial, confederation, federation, inalienable rights, individual rights, foreign policy, domestic policy, unicameral, bicameral, Twelfth Amendment, Judicial Review, Embargo Act, Non-intercourse Act, Nationalism, Election of 1800, Thomas Jefferson, Aaron Burr, Alexander Hamilton, John Marshall, Judiciary Act of 1801, Marbury v. Madison, McCulloch v. Maryland, Louisiana Purchase, Meriwether Lewis, William Clark, Sacajawea, Tecumseh, William Henry Harrison, Battle of Tippecanoe, Andrew Jackson	
Students will be able to: • Students will be able to identify the reasons for the growing disagreements between the American colonies and Great Britain. • Students will be able to outline the reasons why the American colonies declared independence. • Students will be able to chronologize how the Revolutionary War progressed. • Students will be able to evaluate how the American Revolution changed life for different social groups in the new United States. • Students will be able to outline the events of the Revolutionary War. • Students will be able to analyze the contributions of African Americans, Native Americans, LGBTQ, people with disabilities, and women during the Revolutionary War.	

- Define the best form of government.
- Analyze the positive and negative contribution of the Articles to the US.
- Identify the Enlightenment ideas contained within the Constitution.
- Compare and contrast the views of the early political parties and their efforts to get the Constitution passed.
- Define the characteristics of a great leader.
- Determine how Adams and Washington were able to successfully implement the powers of the Constitution and establish the foundations of the American Government.
- Compare and contrast the electoral and constitutional obstacles of 1800 to those of 2000 (Bush v. Gore)
- Examine the role of partisan media in politics in 1800 and today.
- Discuss role of Alexander Hamilton as media mogul of his time.
- Reflect on actions by modern presidents that compare to the passage of Judiciary Act
- Analyze the role of Judicial Review in law making and society today.
- Discuss how *McCulloch v. Maryland* is still relevant today. (New Deal and Health Care Legislation)
- Assess the impact of the Louisiana Purchase on America's destiny.
- Analyze the various issues related to settling in the Louisiana territory.
- Trace the route of Lewis and Clark's expedition and identify their struggles.
- Create a map that reflects various European land-holdings in the Americas.

Learning Activities & Differentiation:

- CHIPPO the Declaration of Independence
- CHPPO the Preamble
- Paraphrase the Bill of Rights
- Constitution as document: scavenger hunt for Enlightenment ideas
- Quest Inquiry: Ideas that Influenced the Constitution
- Constitutional Convention re enactment.

- Compare and Contrast : 1. State constitutions, including New Jersey's 1776 constitution and the U S Constitution 2. The arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance
- Compare and Contrast : 1. State constitutions, including New Jersey's 1776 constitution and the U S Constitution 2. The arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance
- Write a narrative explaining how Marbury v. Madison established judicial review and why this concept made the Supreme Court an influential branch of government.
- CHIPPO Washington's farewell Address and discuss why he warned the government not to form political parties.
- T chart of Federalists/Anti federalists into Federalists and Democratic Republicans.
- Prompt: "What do you think are the major differences between U.S. regions today (Northeast, South, Midwest, West)? How do those differences affect national unity?"
- DBQ Practice
- Discuss student responses
- Journal entry describing personal "best government characteristics" compared to current government and Washington's presidency.
- Students will analyze multiple primary and secondary sources to assess how effectively the Northwest Ordinance addressed territorial disputes and the issue of slavery in new western lands.
- Stations
    - Excerpts from the Northwest Ordinance (1787)
    - Map of the Northwest Territory
    - Excerpt from a letter or speech by Thomas Jefferson or Rufus King on western expansion
    - A brief article or textbook passage about how the Ordinance impacted Native Americans
    - Quote or summary from a 19th-century source on slavery in new territories
    - Worksheet: "Effectiveness Analysis Chart"
- At each station, students fill out the Effectiveness Analysis Chart:

    - What issue is addressed?
    - What was the Ordinance's solution?
    - Was it effective? Why or why not?
    - Who benefited or was harmed?
- Use guiding questions:
    - Did the Northwest Ordinance achieve its goals?
    - Who was left out or negatively affected?
    - How did this law set a precedent for future westward expansion?
- Create a class T-chart:
- Successes vs. Shortcomings of the Northwest Ordinance
- Graphic organizer comparing mercantilism restrictions to the freedoms under capitalism.
- Quest Inquiry: British Tax Policy
- Compare and contrast views about how to best promote economic development (including issues of national and state debt, National Bank, trade and taxation) advanced by Hamilton and Jefferson, and Clay and Jackson in a graphic organizer.
- Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets.
- Create a pictorial timeline of new inventions, new modes of transportation, and the expanding market economy and explain how they affected the environment in New Jersey and the nation.
- Make a google slides timeline of American trade and the connected policies.
- CHIPPO 2-3 primary sources from African Americans, Native Americans, LGBTQ, and women during the American Revolution.
- Baron Friedrich von Steuben, a Prussian military man hired by Washington to whip the Continental Army into shape during the darkest days of the Revolution, is known for his bravery and the discipline and grit he brought to the American troops. Historians also think he was homosexual—and served as an openly gay man in the military at a time when sex between men was punished as a crime.
- Deborah Sampson, disguised as "Robert Shurtleff," enlists in the Continental Army.

- Read Washington and Dyslexia article
- 1773 First Public Hospital for Persons of Insane and Disordered Minds in Williamsburg, Va. opened
- 1776: Stephen Hopkins, a man with cerebral palsy, is one of the signers of the Declaration of Independence. Hopkins is known for saying "my hands may tremble, my heart does not."
- 1782: Edward Alanson, an English surgeon, suggests a change in the way limbs are amputated, resulting in faster healing and less infection. This change has a positive impact on the quality of life for people who are amputees.
- 1780-1800- John Brewster Jr. renowned American painter who was born deaf helped found the American art movement.
- 1784: After seeing a group of blind men being cruelly exhibited in a Paris sideshow, Valentin Huay, known as the "father and apostle of the blind," establishes the Institution for Blind Children to help make life for the blind more "tolerable." Huay also discovered that sightless persons could read texts printed with raised letters.
- 1793: Mentally Ill Unchained- Phillipe Pinel, a physician at La Bicetre, an asylum in Paris, removes the chains attached to people with mental illnesses. Some have been chained to walls for more than 30 years.
- 1798: First Military Disability Law- Detail from painting shows U.S. President John Adams signing the act for the relief of sick and disabled seamen, July 16, 1798
- 1800: First Medical Classification of Mental Disorders- Phillipe Pinel writes Treatise on Insanity in which he develops a four-part medical classification for the major mental illnesses: melancholy, dementia, mania without delirium, and mania with delirium.
- Create a “Student’s Bill of Rights”
- Bill of Rights poster for amendments
- Create a new Bill of Rights for those discriminated against.
- Debate the argument for Republican Motherhood.
- *Webquest on the contributions of African American leaders and institutions*
- Students will examine and analyze primary source excerpts to understand the unique perspectives and roles of African Americans, Native Americans, and women during the Revolutionary War, and evaluate how each group contributed to the war effort and its outcome.

- Excerpts from primary sources (can be printed or digital):
- Pick 2 to CHIPPO
    - Phillis Wheatley poem or letter to George Washington
    - Petition for freedom by African American soldiers (1777–1780)
    - Speech by Mohawk leader Joseph Brant or excerpt from Native diplomacy record
    - Letter or diary entry by Abigail Adams ("Remember the Ladies")
    - Molly Pitcher or Deborah Sampson account (female soldier/spies)
- "Voices of the Revolution" graphic organizer or chart
- Students will analyze various historical perspectives on slavery by engaging with primary source excerpts in a gallery walk. They will evaluate the arguments used to justify or oppose slavery and reflect on how these claims shaped public opinion and policy in the 18th and 19th centuries.
    - Enslaved person narrative (e.g., Olaudah Equiano or Solomon Northup)
    - Quaker petition to end slavery, 1790
    - Letter by a Southern Planter
    - Thomas Jefferson, Notes on the State of Virginia (1785)
    - Benjamin Banneker Letter to Jefferson (1791)
    - U.S. Constitution Excerpts (1787) – 3/5 Compromise, Fugitive Slave Clause
- Which types of arguments were most common in this period?
- Did any arguments surprise you?
- How did these early perspectives shape U.S. laws and values?

Assessment Evidence

Formative Assessments:

- Revolution Reading Quiz
- Revolution Vocabulary Quiz
- Revolution Notebook Check

- Constitution Reading Quiz
- Constitution Vocabulary Quiz
- Constitution Notebook Check
- Early Presidencies Reading Quiz
- Early Presidencies Vocabulary Quiz
- Early Presidencies Notebook Check
- Informal questioning
- Homework responses
- Small group/whole class discussions
- Exit tickets
- Polls
- In class projects
- Digital quizzes though textbook

Summative Assessments:

- Revolution Common Assessment
- Constitution Common Project
- Early Presidents Common Assessment

Common Benchmark Assessments:

- Revolution Common Assessment
- Constitution Project
- Early Presidencies Common Assessment
- Midterm Exam

Alternative Assessments:

- Research Project on one battle of the revolution.l
- Multimedia presentation showing PECS of several artifacts.

- Project Imagine

Core Instructional & Supplemental Materials

- US History Interactive
  - Chapter 3 The American Revolution
    - Section 1: The French and Indian War
    - Section 2: Causes of the Revolution
    - Section 3:The Colonists Declare Independence
    - Section 4: Americans Win the Revolution
  - Chapter 4 Establishing the New Nation
    - Section 1: The Articles of Confederation
    - Section 2: The Constitutional Convention
    - Section 3: The Enduring Constitution
  - Chapter 5 The Early Republic
    - Section 1:The New Government Finds Its Way
    - Section 2:Jefferson as President
    - Section 3: War of 1812
    - Section 4; Beginning of Industrial Revolution
    - Section 5: Differences Between North and South Grow
    - Section 6: Nationalism Influences Policies
- DBQ Practice
- CHIPPO Graphic Organizer
- PECS Graphic Organizer
- Articles
  - Indigenous Peoples' Day (Oct)
  - Elections (November)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3: Era 3. Expansion and Reform (1801–1861)

Unit Summary: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

Learning Standards

NJSLS:

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.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.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.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 influence party politics and shape 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.

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).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Computer Science & Design Thinking (*CS & DT*):

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

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.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

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.
Climate Change: 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.
Holocaust & Amistad: 6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. 6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. 6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Learning Targets

Unit Essential Questions:	Unit Enduring Understandings:
• What characteristics define the American identity? • How do new technologies impact society? • Why is Jackson the only president to have an era named for him? • How can acquiring new territories affect societies?	• The North and South developed different economic systems that led to political differences between the regions. • New technologies created a greater rift between the sections of the new nation. • Andrew Jackson served as a President for the “Common Man” while extending the powers of the President beyond that of any of his predecessors.

• What are acceptable means for nations to acquire territory? • What are the challenges and opportunities related to migration? • What did “opening the frontier” mean for different groups in North America? • How successful were the reform movements?	• Americans moved west energized by their belief in the rightful expansion of the US from the Atlantic to the Pacific. • Americans used varying means of acquiring land from war to diplomatic negotiations. • Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences, and the issue of slavery. • Tensions over the annexation of Texas led to war with Mexico resulting in significant territorial gains for the US and different experiences for various groups. • Though they did not meet with success, the reform movements set the stage for real change by the turn of the century.
Vocabulary: Industrial Revolution Industrialization Urbanization Cotton Gin Interchangeable Parts Factory System Market Revolution Era of Good Feelings Sectionalism Nationalism Missouri Compromise	

Monroe Doctrine
American System
Tariff
Internal Improvements
Jacksonian Democracy
Spoils System
Universal White Male Suffrage
Nullification
Nullification Crisis
States' Rights
Indian Removal Act
Trail of Tears
Manifest Destiny
Westward Expansion
Frontier
Annexation
Republic of Texas
Mexican-American War
Treaty of Guadalupe Hidalgo
Mexican Cession
Gold Rush
Forty-Niners
Oregon Trail
Santa Fe Trail
Second Great Awakening
Revival
Abolition

Abolitionist
Underground Railroad
Temperance Movement
Women's Rights Movement
Seneca Falls Convention
Declaration of Sentiments
Public Education Reform
Horace Mann
Immigration
Nativism
Reform Movement
Suffrage
Slavery
Plantation System
Compromise of 1850
Free Enterprise
Capitalism
Mercantilism
Judicial Review
National Bank
American Identity
Manifest Destiny

Students will be able to:

- Summarize the reasons American settlers headed west during the mid-1800s.
- Describe the impact of westward expansion on Native Americans.
- Identify the westward trails and some of the people who used them.
- Explain why Mexico encouraged settlement in Texas.

- Describe how Texas gained its independence.
- Summarize the conflicting attitudes on waging war with Mexico.
- Describe key battles that helped the United States win the war with Mexico.
- Identify U.S. territories gained from Mexico.
- Explain the impact of the discovery of gold in California on the development of the West.
- Describe the new religious movements that swept the United States after 1790.
- Explain the new philosophy that offered an alternative to traditional religion.
- Characterize the nature of utopian communities
- Describe the reforms demanded in schools, mental hospitals, and prisons.
- Identify key abolitionists.
- Describe the experiences of free African Americans in the United States.
- Describe the experiences of slaves in rural and urban areas.
- Summarize the slavery debate in the South.
- Explain why women's opportunities were limited in the mid-1800s.
- Identify the reform movements in which women participated and which parts were successful.
- Describe the progress of the expanding women's rights movements.
- Demonstrate how new manufacturing techniques shifted the production of goods from home to factory.
- Describe the conditions female employees endured in factories.
- Summarize the attempts of factory workers to organize unions,
- Compare and contrast the experiences of European immigrants in the United States.

Learning Activities & Differentiation:

- Draw evidence from informative texts to support analysis of 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.
- Compare and contrast the following documents specifically noting the changes to the American landscape during this era:
    - American Progress

    - California- Its Gold and Inhabitants
    - The Great Nation of Futurity
    - Annexation
- Write a narrative explaining how one of the Marshall cases established judicial review and why this concept made the Supreme Court an influential branch of government .
- Conduct short research to identify a recent decision where the Supreme Court used judicial review and explain the impact.
- Draw evidence from landmark cases (e.g., McCulloch v. Maryland, Gibbons v. Ogden) to show how the Supreme Court expanded the power of the national government and promoted national economic growth during this era.
- Compare and contrast the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- Watch short bio on WH Harrison and Indian policies and answer guided questions.
- Draw evidence from informational texts to illustrate the connections among the leadership (e.g., Grimke Sisters, Mott, Stanton, Sojourner Truth, Douglass, Garrison) and ideas of the social reform movements (i.e. abolition, women's rights, and temperance) and their impact in New Jersey and the nation during the Antebellum period.
- Draw evidence from the 1844 New Jersey Constitution to identify the successes and failures of political reform regarding the expansion of civil and individual rights.
- Complete a reform movements web quest
- Create a timeline of the women's rights movement
- Compare & Contrast slave narratives .
- Research abolitionist leaders and create presentations highlighting their key characteristics and contributions to the movement.
- CHIPPO Fugitive Slave Law and debate the legality of the rules.
- Watch scenes from Amistad and write a narrative account of the Amistad case and describe the impact of the Supreme Court decision on the antislavery movement.
- Watch scenes from Amistad and answer guided questions.

- Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets.
- Conduct short research to determine the extent to which America's foreign policy (i.e.,Louisiana Purchase, War of 1812, and Monroe Doctrine) was influenced by geopolitics and areas of interest.
- Analyze an Interactive map – Westward trails Oregon, Sante Fe, Mormon
- Analyze an Interactive map – Growth of the U.S. 1783-1853
- In a Graphic Organizer compare & contrast the conflicting viewpoints of James K. Polk and Henry Clay on the annexation of Texas
- Cause & effect chart of the Mexican-American War
- Create a graphic organizer to determine how new inventions, new modes of transportation, and the expanding market economy affected the environment in New Jersey and the nation.
- Compare and contrast experiences of Irish and Chinese immigrants while working on the transcontinental railroad using primary sources.
- Write a narrative account to explain how the wealth of natural resources (e.g., water, coal, gold, silver) in the United States (e.g., Paterson, Lowell, Charleston) affected economic development and the quality of life of individuals from multiple perspectives (e.g., mill worker, factory owner, miner).
- Recreate life on the Oregon Trail
- Trace and relate the changing immigration patterns (1800-1850) to ethnic and cultural conflicts and the forging of a national identity on a map or graphic organizer.
- CHIPPO primary sources from Chinese immigrants building the transcontinental railroad.
- Research the role of the Irish and Chinese in building the transcontinental railroad and present as an advertisement or infomercial.
- Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850) in a T chart.
- Analyze the following political Cartoons on the Nullification Crisis
    - "The Descent of the Nullifiers" – shows John C. Calhoun leading South Carolina into a pit of disunion
    - "King Andrew the First" – portrays Andrew Jackson as a tyrant trampling on the Constitution

    - "John C. Calhoun and the Tariff" – often includes visual metaphors of rebellion, division, or snakes representing secession
- Research and categorize the causes of the Civil War into: summary, pro-North or South, Long/Short term, and as an Abolition, Failure of the Politicians, or Slavery Expansion issue with justification.
- Analyze the role of public education in the development of responsible citizens for a democratic society.
- Recreate a 19th century classroom from early America.
- Determine the impact of religious and social movements (e.g., Second Great Awakening, Transcendentalist Movement) on the development of American culture by examining literature (e.g., Thoreau, Emerson, Whitman, and Dickinson), artwork (e.g., Hudson River School) and popular music (e.g., Stephen Foster, hymns, spirituals) of the time period.
- Compare and contrast the experiences of 49ers, Oregon families, Chinese, and Irish immigrants.
- Jigsaw the Native American tribe experiences during the age of expansion.
- Webquest C3 IDM: Was it Destiny to Move West? -
- Webquest SHEG: Reading Like a Historian - Texas Revolution

Assessment Evidence

Formative Assessments:

- Jackson Reading Quiz
- Jackson Vocabulary Quiz
- Jackson Notebook Check
- Manifest Destiny Reading Quiz
- Manifest Destiny Vocabulary Quiz
- Manifest Destiny Notebook Check
- Reformers Reading Quiz
- Reformers Vocabulary Quiz
- Reformers Notebook Check

- Informal questioning
- Homework responses
- Small group/whole class discussions
- Exit tickets
- Polls
- In class projects
- Digital quizzes though textbook

Summative Assessments:

- Jackson Common Assessment
- Manifest Destiny Common Assessment
- Reformers Common Project

Common Benchmark Assessments:

- Jackson Common Assessment
- Manifest Destiny Common Assessment
- Reformers Common Project

Alternative Assessments:

- Research Project on one of the Reformer groups connected to Progressives
- Multimedia presentation showing PECS of several artifact from Manifest Destiny

Core Instructional & Supplemental Materials

- US History Interactive
  - Chapter 5 The early Republic
    - Section 7: Jacksonian Democracy
  - Chapter 6 Reshaping America in the Early 1800's
    - Section 1: Moving West

        - Section 2: Texas and Mexican-American War
        - Section 3:The Nation Expands to the Pacific
        - Section 4: A Religious Awakening Sparks Reform
        - Section 5: The Abolition Movement
        - Section 6: Women Work for Change
- CHIPPO Graphic Organizer
- PECS Graphic Organizer
- Primary Source Moving West
- DBQ Quest Inquiry: Westward Movement and the Issue of Slavery
- Articles:
    - Indigenous Peoples' Day (Dec), Martin Luther King Jr. (Jan)
    - Specific articles related to the content

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

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

Unit Summary: 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 were contested, resisted, and had long-term consequences.

Learning Standards

NJSLS 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.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.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.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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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.

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

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.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

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.

Holocaust

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• Was slavery the primary cause of the Civil War? • Did the various compromises over slavery delay the inevitable? • What are the regional differences and events that led to the Civil War?	• Slavery, along with many other issues led to the Civil War. • Debates over slavery increased sectionalism and influenced politics.

• Can legislative compromises solve moral issues? • Was the Civil War inevitable? • How was propaganda used during the abolitionist Movement? • How did geography impact the Civil War? • How did the population shift in the US following the Civil War? • What impact did economics have on the Civil War? • What role did African Americans play in the Civil War? • How effective was Reconstruction? • What were the economic impacts of the Civil War on the North and the South? • How did the Civil War amendments affect the lives of Americans and the relationship between state and the nation governments?	• Moral and political beliefs influence the actions of citizens which led to sectionalism and divisions that caused the Civil War. • Economic, social and political sectional differences in America interlaced with slavery escalated into a conflict between the states. • Legislation often only addresses moral issues through compromise. • Conflict can lead to both negative and positive changes. • Conflicts over States Rights culminated over the divisive issue of slavery leading to the Civil War. • Literature can be used as propaganda to impact public opinion. • Geography had a huge impact on the outcome of the Civil War. • There were huge population shifts based on race following the Civil War. • Wealth, industry and supplies gave the North a huge advantage over the South in the Civil War. • African Americans made huge contributions to both sides in the Civil War both in the military and on the homefront. • Reconstruction made great strides in providing for the newly freed slaves for a time, but failed in reforming the political divide and prejudice in the South.

	• The South suffered tremendous economic effects from the Civil War while the North fared far better. • The new amendments tried to create more equality in the lives of Americans and tested the Federation in the national government's ability to implement them to the full extent.
Vocabulary: secession, abolitionists, fire-eaters, gag rule, popular sovereignty, Union, Confederate, Missouri Compromise; Compromise of 1850; Kansas Nebraska Act; Uncle Tom's Cabin, John Brown, Harpers Ferry; Lincoln-Douglass Debates, Wilmot Proviso, Fugitive Slave Act, Harriet Beecher Stowe, Lecompton Constitution, Republican Party, Pottawatomie Massacre, Freeport Doctrine, Confederate States of America, Total War, King Cotton, Copperheads, Union, Confederacy, Border States, Yankee, Rebel, Clara Barton, William Seward, Edwin Stanton, Trent Affair, Draft Riots, John Wilkes Booth, Robert E Lee, Thomas Jackson, Ulysses Grant, George McClellan, William Sherman, George Meade, Salmon Chase, *Merrimac*, *Monitor*, *Virginia*, Emancipation Proclamation, 1st Bull Run, 7 Day Campaign, Antietam, Bull Run, Fredericksburg, Chancellorsville. Reconstruction, 13th Amendment, Black Codes, Fourteenth Amendment, Fifteenth Amendment, Reconstruction Acts, Freedmen's Bureau, Enforcement Acts, redeemers, Panic of 1873, Jim Crow Laws, Lincoln's 2nd Inaugural speech, Wade-Davis Bill, Andrew Johnson, Radical Republicans, Thaddeus Stevens, Frederick Douglass, Civil Rights Act of 1866, Ulysses S Grant, William Lloyd Garrison Ku Klux Klan, Panic of 1873, Civil Rights Act of 1875, Samuel J Tilden, Rutherford B Hayes, Compromise of 1877, Plessy v. Ferguson, Madame CJ Walker, Booker T Washington, Ida B Wells	
Students will be able to: • 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. • 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.

- 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).
- Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- Assess the role that economics played in enabling the North and South to wage war.
- 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.
- 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.
- 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 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.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South

Learning Activities & Differentiation:

- CHIPPO the fugitive state law, Dred Scott discussion

- Categorize the causes of the Civil War into Abolition, Slavery expansion, Failure of the politicians and justify with evidence
- Hiphop history: The Union in Crisis
- Graphic organizer comparing the 13, 14, and 15 amendments and their impact on African Americans
- DBQ on Causes of the Civil War and Lack of Equality
- Comparison chart of experience of soldiers who Cross-dressed or "passed women" in the Civil War
    - Jennie Hodgers – Albert Cashier
    - Lereta Velazquez – Harry Buford
    - Sarah Emma Edmonds – Frank Thompson
- Analyze “Photos: Civil War LGBT and Feminist Heroes.”
- Reading a passage of the 14th amendment provides equal protection of the full rights of citizenship to ALL Americans, including the LGBTQ community.
- 1861-1865 American Civil War- The American Civil War results in 30,000 amputations in the Union Army alone. This event brings disability issues to the American consciousness.
- Analyze the Declaration, Emancipation and Gettysburg Address and define the changing definitions of equality.
- Fill out maps and research the geography where key battles were fought in the Eastern and Western Theaters.
- Utilize maps to determine the most effective battle strategies and how geography can be used to win a battle.
- Battle chart comparing geography, technology and strategy for key battles
- Comparison maps on the routes of the Underground RR and migration during Reconstruction.
- Trace the population patterns and push pull factors that occurred after the war on a map of the US.
- Compare and contrast the military and political leadership of the Union and Confederacy during the Civil War, then determine the qualities necessary to win in each category and explain how each side funded the war.
- Economic chart to compare economic advantages and results of various civil wars.
- View Clips from Glory and analyze the significance of African American contributions.
- Read articles on the Civil Wars in Rwanda and Sudan and find similarities and differences to the American Civil War.

- Research and debate how to best reunite the nation following the war- one side from Lincoln's Plan and the other from the Radicals.
- Create a Google Site on successes and failures of Reconstruction
- Define Federation v. Confederation on the board and discuss the merits of both.
- Discuss why the nation ultimately ended in a Federation and how this changed the relationship between the state and national governments.
- Graphic organizer for the long and short term effects of the Civil War on both the North and the South.

Assessment Evidence

Formative Assessments:

- Causes of Civil War Reading Quiz
- Causes of Civil War Vocabulary Quiz
- Causes of Civil War Notebook Check
- Civil War Reading Quiz
- Civil War Vocabulary Quiz
- Civil War Notebook Check
- Reconstruction Reading Quiz
- Reconstruction Vocabulary Quiz
- Reconstruction Notebook Check
- Informal questioning
- Homework responses
- Small group/whole class discussions
- Exit tickets
- Polls
- In class projects

- Digital quizzes though textbook

Summative Assessments:

- Causes of Civil War Common Project
- Civil War Common Assessment
- Reconstruction Common Assessment

Common Benchmark Assessments:

- Causes of Civil War Common Assessment
- Civil War Common Assessment
- Reconstruction Common Project

Alternative Assessments:

- Research Project on one of the successes and failures of Reconstruction
- Multimedia presentation showing PECS on a Civil War battle(s)

Core Instructional & Supplemental Materials

- US History Interactive
    - Chapter 7 Sectional Divisions and Civil War
        - Section 1:Slavery Divides the Nation
        - Section 2: Violence Escalates
        - Section 3: The Civil War Begins
        - Section 4: African Americans and the War
        - Section 5: Everyday Life during the War
        - Section 6: Key Civil War Battles
        - Section 7: Impact of the Civil War
    - Chapter 8 Reconstruction
        - Section 1: Plans for Reconstruction Clash

        - Section 2: Reconstruction Changes the South
        - Section 3: Reconstruction's Impact
- CHIPPO Graphic Organizer
- PECS Graphic Organizer
- Primary Source "A House Divided" Abraham Lincoln
- PBL Quest Inquiry: Create a Civil War Documentary
- Articles:
    - African-American Heritage Month (Feb)
    - Women's History Month (March)
    - AAPI Month (May), Jewish American Heritage Month (May)
    - Specific articles related to the content.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5: Era 5. The Development of the Industrial United States (1870–1900)

Unit Summary: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

Learning Standards

NJSLS:

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. 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 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
Computer Science & Design Thinking (*CS & DT***):** 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Connections: 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.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

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.

Climate Change:

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.

Holocaust & Amistad:

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How did the government try to provide economic stability? • How effective were the attempts to address discrimination? • How were the transportation revolution, an improved national economy, and immigration connected? • How did urbanization affect the environment and living conditions in the cities? • How did the business practices of corporations impact the workers and society? • What were the long term economic effects of the Civil War on the economy? • What is the cyclical nature of the economy? • How did agricultural and labor organizations come about? • How did education try to foster national unity and help people reach their goals? • What was the experience of the immigrant? • Where and how do slavery, child labor, and unfair labor practices still exist?	• The government tried to provide economic stability through regulation of industrial and financial systems. • The government, individuals, and groups all made attempts to address discrimination with varying degrees of success. • The improvements in transportation led to a new thriving national economy and increased immigration. • Rapid urbanization led to increased pollution and deplorable living conditions for the working class. • The business practices of corporations led to government regulations, the growth of labor unions, and formation of new isms to address the issues. • The Civil War led to an era of economic growth and the evolution of Big Business that needed to be regulated by the government, mass immigration, and urbanization. • The economy exists in a cycle of growth and expansion and decline and recession and is based on the law of supply and demand. • Labor and agricultural organizations came about through the ideas of socialism and the need created by abuses implemented on workers and farmers by industrial capitalists.

	• The education system fostered national unity and economic self sufficiency by providing free public education for all children. • Depending on the nation of origin, the experience of the immigrant varied which can be experienced through primary sources. • Slavery, child labor, and unfair labor practices still exist throughout the world and civil rights are being violated despite organizations that try to end these practices.
Vocabulary: Bessemer Process. Transcontinental Railroad, Interstate Commerce Act (1877), Vertical and Horizontal Integration, Social Darwinism, Sherman Antitrust Act (1890), American Federation of Labor, 1886 Samuel Gompers, Industrial Workers of the World (IWW, 1905), Ellis Island, Angel Island, e Chinese Exclusion Act (1882), Urbanization, Political Machine, Patronage, Gilded Age, Laissez-Faire, Monopoly, Trust, . Knights of Labor,. Anarchist, Suburb, Graft, Pendleton Act, Gold standard,. Merger, . Populist party, William Jennings Bryant. Strike, Injunction, Tenement, J.D. Rockefeller, Andrew Carnegie, Gospel of Wealth, J. P. Morgan,. Jacob Riis, Melting Pot, Capitalism, Nativism, Thomas Nast, . William Tweed, Tammany Hall, Cornelius Vanderbilt:	
Students will be able to: • Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. • Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. • 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.

- Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 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.
- Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 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.
- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- Use primary sources to relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Learning Activities & Differentiation:

- PECS chart for the Gilded Age
- Interactive Chart: Gridlock in Congress in late 1880s
- Interactive Gallery: Thomas Nast
- Economic Core Concepts" Trade and Regulation

- HipHop History: Issues of the Gilded Age
- Quest Inquiry PBL Create a Layered Map of the American West
- Flipped Video: The Indian Wars
- Interactive Map: The Indian Wars (1861-86)
- Interactive Timeline: Legislative Acts that Affected Native American Tribes
- Discuss Impact of Westward Movement and Settlement on Native Americans
- Interactive Map Railroads Spur Economic Development in Cities
- Interactive Gallery Major Inventions of the 1800's
- Primary Source: The Consequence of Industrialization
- Project Imagine: Give your son a better life.
- Hip Hop History: Immigration and Urbanization
- PECS Life in the New Cities: New York, Chicago, and San Francisco
- Interactive Illustration: Inside a Department Store
- 3D Model: Living in a Tenement
- Interactive Gallery: Captains of Industry
- Interactive Chart: The Courts, Business and Labor Regulations
- Quest Inquiry: Civic Discussion: Andrew Carnegie
- Economic Core Concepts: Economic Process
- Lesson Synthesizer: Rise of Big Business
- Graphic organizer on the long term effects of the Civil War.
- Venn diagram of the long term effects of the Civil War on the economies of North and South.
- Economic Core Concepts: Economic Basics
- Economic Core Concepts: Economic Systems
- Hiphop History: The Triumph of Industry
- Interactive Cartoon: A Different Kind of Knight
- Interactive Chart: Major Strikes of the 1800s
- Flipped Video: Farmer's Grievances

- Interactive Chart: The Populist Movement
- Interactive Gallery: The Legacy of Populism
- Secondary Source Analysis
    - The Wizard of Oz: Parable on Populism by Henry M. Littlefield
- Project Imagine: Define your Identity as an American.
- Primary Source Analysis
    - Photo of immigrant children in a classroom (c. 1910) – Visual evidence of Americanization
    - Excerpt from a 1918 compulsory education law or a factory reform law tying child labor to school attendance
- DBQ Immigrant Experiences:Italian, Chinese, Tenement Life and working mother.
- Interactive Chart: Immigration `1870-1910
- Interactive Gallery: Contributions of Immigrants to American Culture
- Research and present a modern day case of slavery, child labor, or other unfair labor practice and compare it to the working conditions during the Industrial Revolution in the US.

Assessment Evidence

Formative Assessments:

- Industrialization and Immigration Reading Quiz
- Industrialization and Immigration Vocabulary Quiz
- Industrialization and Immigration Notebook Check
- Death of the West and Agriculture Reading Quiz
- Death of the West and Agriculture Vocabulary Quiz
- Death of the West and Agriculture Notebook Check
- Informal questioning
- Do Nows
- Homework responses

- Small group/whole class discussions
- Exit tickets
- Polls
- In class projects
- Digital quizzes though textbook

Summative Assessments:

- Industrialization and Immigration Common Project
- Death of the West and Agriculture Common Project

Common Benchmark Assessments:

- Industrialization and Immigration Common Project
- Death of the West and Agriculture Common Project

Alternative Assessments:

- Research Project on one of the Native American tribes
- Multimedia presentation showing Grangers, AFofL, or one of the Robber Barons

Core Instructional & Supplemental Materials

- US History Interactive
    - Chapter 9 Industry and Immigration
        - Section 1:Innovation Boosts Growth
        - Section 2: Big Business Rises
        - Section 3: The Organized Labor Movement
        - Section 4: The New Immigrants
        - Section 5: Nation of Cities
        - Section 6: New Ways of Life
    - Chapter 10 Changes in the Late 1800s

        - Section 1: American Indians Under Pressure
        - Section 2: The West is Transformed
        - Section 3: Corruption Plagues the Nation
        - Section 4: Farm Issues and Populism
- CHIPPO Graphic Organizer
- PECS Graphic Organizer
- Primary Source “The Promised Land” Mary Antin
- Quest Inquiry:Civic Discussion: Andrew Carnegie
- Articles
    - AAPI Month (May), Jewish American Heritage Month (May)
    - LGBTQ & Pride Month
    - Juneteenth
    - Specific articles related to the content.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning