

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**

**Content Area: United States History I**

**Course Title: US History I**

**Grade Level: 10**

**Unit Plan 1  
Colonial Era - 1763**

**Pacing Guide  
6 Weeks**

**Unit Plan 2  
Revolution – War of 1812**

**Pacing Guide  
7 Weeks**

**Unit Plan 3  
Growth of Nationalism – Reform  
Movements**

**Pacing Guide  
4 Weeks**

**Unit Plan 4  
Manifest Destiny – Beginning of Civil War**

**Pacing Guide  
6 Weeks**

**Unit Plan 5  
Civil War and Reconstruction**

**Pacing Guide  
7 Weeks**

**Unit Plan 6  
Transformation from an Agricultural to an  
Industrial Society 1860 – The Gilded Age**

**Pacing Guide  
6 Weeks**

**Date Created:            March 2012**

**Board Approved on:**

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area: Social Studies**

**Unit Title: Colonial Era to 1763**

**Target Course/Grade Level: US History I/10**

**Unit Summary:**

The study of the Colonial time period through the French and Indian War in United States history is essential for all students. The foundations for many of the most critical developments in our subsequent national history were established in those years. Without an understanding of these formative years, it is almost impossible for students to understand such critical developments as the formation of our political institutions and values; our economic system; our multi-ethnic and culturally diverse composition; our troublesome history of slavery and the special sense of destiny or mission in the American culture.

**Primary interdisciplinary connections:**

Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.

**21<sup>st</sup> century themes:**

Salem Witch Trials tied to racial profiling and the Patriot Act

Anthrax attacks (Sept. 2001) tie to Pontiac’s War (giving smallpox infected blankets to the Indians).

Use of economic sanctions against Iran tied to Navigation Acts

### Learning Targets

**Content Standards:**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
6.1.12.B.1.a	Relate regional variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
6.1.12.D.1.a	Explain the consequences to Native American groups of the loss of their land and people.
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2	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 such problems are universal.
6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
8.1.12.A.4	Create a personalized digital portfolio that contains an résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
8.1.12.B.1	Design and pilot a <a href="#">digital learning game</a> to demonstrate knowledge and skills related to one or more content areas or a real world situation.
8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
8.1.12.D.4	Explain the impact of cyber crimes on society.
8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of <a href="#">current and emerging technology resources</a> and assess their potential to address educational, career, personal, and social needs.
8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.
8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.
8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.
8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.
8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a <a href="#">web-based publication</a> that elicits further comment and analysis.
8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
8.2.12.D.1	<a href="#">Reverse-engineer</a> a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.
8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global

	issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.
8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
8.2.12.F.2	Explain how material science impacts the quality of products.
8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.
8.2.12.G.1	Analyze the interactions among various <a href="#">technologies</a> and collaborate to create a product or system demonstrating their interactivity.
9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4.12	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to
<b>Common Core Standards</b>	
RH-9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH-9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH-9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH-9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH-9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH-9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH-9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH-9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
RH-9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH-9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i> .
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.3	(See note; not applicable as a separate requirement)
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	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.
WHST.9-10.8	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.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What democratic values of today were derived from the Colonial Era?</li> <li>• How has our political, social, and economic heritage evolved from this period?</li> <li>• How are current events related to the physical and human characteristics of places and regions? (Salem Witch Trials)</li> <li>• How does propaganda influence point of view? (Loyalists vs. Patriots)</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Contemporary democracy is evolved from the values of the colonial era.</li> <li>• The American colonies evolved as a result of a combination of political, economic, religious, and social influences from Europe and then these were adapted to fit the unique circumstances of the colonies.</li> <li>• The interaction between European and Native American societies impacted both cultures in both positive and negative ways.</li> <li>• The competition for land and labor greatly impacted the economic and social development of the colonies.</li> <li>• How intolerance leads violence and even genocide.</li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Roots of the American Democracy.</li> <li>• American Documents: <ul style="list-style-type: none"> <li>○ Mayflower Compact.</li> <li>○ Fundamental Orders of Connecticut</li> <li>○ Poor Richards Almanac</li> <li>○ Great Law of Pennsylvania – 1682</li> </ul> </li> <li>• Ethnic, religious and class influences.</li> <li>• Women’s role.</li> <li>• Native Americans.</li> <li>• New Jersey Perspective</li> <li>• French and Indian War (causes and consequences)</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Use tables and graphs to understand the demographics of Colonial America.</li> <li>• Gather and organize information concerning contemporary political viewpoints.</li> <li>• Explain the economic system of mercantilism</li> <li>• Identify the causes and consequences of the French and Indian War including also an explanation of why British policy changed after 1763.</li> <li>• Compare and contrast the lifestyles in the New England, Middle, and Southern colonies also including an analysis of the political, social, religious and economic institutions.</li> </ul>

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM Evidence of Learning

### Formative Assessments: (Suggested)

Observations	Questioning
Discussion	Exit/Admit Slips
Learning/Response Logs	Graphic Organizers
Peer/Self Assessments	Practice Presentations
Visual Representations	Kinesthetic Assessments
Individual Whiteboards	Laundry Day
Four Corners	Constructive Quizzes
Think Pair Share	Appointment Clock
As I See It	

- Homework
- Class work
- Teacher observation
- Group participation
- Do-now
- Notebook assessment
- Project presentations
- Class discussions

### Summative Assessments

- Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development.
- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
- Mid-Term/Final Exams

### Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction

### Low and High Prep Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

### Low Prep Strategies

### Varied journal prompts, spelling or vocabulary lists

- Students are given a choice of different journal prompts, spelling lists or vocabulary lists

depending on level of proficiency/assessment results.

#### **Anchor activities**

- Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

#### **Choices of books**

- Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

#### **Choices of review activities**

- Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

#### **Homework options**

- Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

#### **Student-teacher goal setting**

- The teacher and student work together to develop individual learning goals for the student.

#### **Flexible grouping**

- Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.

#### **Varied computer programs**

- The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

#### **Multiple Intelligence or Learning Style options**

- Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

#### **Varying scaffolding of same organizer**

- Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

#### **Think-Pair-Share by readiness, interest, and/or learning profile**

- Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

#### **Mini workshops to re-teach or extend skills**

- A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

### **Orbitals**

- Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

### **Games to practice mastery of information and skill**

- Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

### **Multiple levels of questions**

- Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

## **High Prep. Strategies**

### **Cubing**

- Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

### **Tiered assignment/ product**

- The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

### **Independent studies**

- Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

### **4MAT**

- Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

### **Jigsaw**

- Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.

### **Multiple texts**

- The teacher obtains or creates a variety of texts at different reading levels to assign strategically to

students.

### **Alternative assessments**

- After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).

### **Modified Assessments**

- Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.

### **Learning contracts or Personal Agendas**

- A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.

### **Compacting**

- This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).

### **Literature circles**

- Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.

### **Readers' Workshop (Writers' Workshop is a parallel strategy)**

- The Readers' Workshop approach involves students in three types of activities:
  1. Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy.
  2. Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading.
  3. Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.

### **Stations/Learning Centers**

- A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

### **Tape recorded materials at different levels**

- Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

### **Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")**

- The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students

choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:

- Identify the outcomes and instructional focus
- Design 9 different tasks
- Use assessment data to determine student levels
- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

### **Choice Boards**

- Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

### **Low-prep Differentiation**

Choices of books  
Homework options  
Use of reading buddies  
Varied journal Prompts  
Orbitals  
Varied pacing with anchor options  
Student-teaching goal setting  
Work alone / together  
Whole-to-part and part-to-whole explorations  
Flexible seating  
Varied computer programs  
Design-A-Day  
Varied Supplementary materials  
Options for varied modes of expression  
Varying scaffolding on same organizer  
Let's Make a Deal projects  
Computer mentors  
Think-Pair-Share by readiness, interest, learning profile  
Use of collaboration, independence, and cooperation  
Open-ended activities  
Mini-workshops to reteach or extend skills  
Jigsaw  
Negotiated Criteria  
Explorations by interests  
Games to practice mastery of information  
Multiple levels of questions

### **To Differentiate Content**

- \_ Reading partners/ Reading Buddies
- \_ Read/Summarize
- \_ Read/Question/Answer
- \_ Visual Organizer/Summarizer
- \_ Parallel Reading with Teacher Prompt
- \_ Choral Reading/Antiphonal Reading
- \_ Flip books
- \_ Split Journals (Double Entry - Triple Entry)
- \_ Books on Tape

- Highlights on Tape
- Digests/"Cliff Notes"
- Note taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Midview-Postview

**High-Prep Differentiation**

- Tiered activities and labs
- Tiered products
- Independent studies
- Multiple texts
- Alternative assessments
- Learning contracts
- 4-MAT
- Multiple-intelligence options
- Compacting
- Spelling by readiness
- Entry Points
- Varying organizers
- Lectures coupled with graphic organizers
- Community mentorships
- Interest groups
- Tiered centers
- Interest centers
- Personal agendas
- Literature Circles
- Stations
- Complex Instruction
- Group Investigation
- Tape-recorded materials
- Teams, Games, and Tournaments
- Choice Boards
- Think-Tac-Toe
- Simulations
- Problem-Based Learning
- Graduated Rubrics
- Flexible reading formats
- Student-centered writing formats

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbooks: Textbook varies by district
- Graphic organizers
- Supplemental readings
- Relevant video clips
- American Heritage Primary Source Library
- Internet use

**Teacher Notes:**

**This is a county curriculum guide and districts discretion should be used in aligning standards throughout the units.**

**Additional teacher resources**

<http://www.history.com/topics>

<http://besthistorysites.net/>

<http://historyteacher.net/>

<http://www.loc.gov/index.html>

<http://www.digitalhistory.uh.edu/>

<http://www.ushistory.org/>

<http://www.pbs.org/wnet/historyofus/>

<http://www.nps.gov/history/>

<http://www.virtualjamestown.org/>

<http://www.history.org/>

<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&CFTOKEN=99210715>

<http://quizlet.com/>

<http://cicerohistory.com/>

**Suggested Movies:**

“Last of the Mohicans”

“The Crucible”

**Suggested Books**

Last of the Mohicans: James Fenimore Cooper

**Suggested Activities**

-Colonial Postcard Home: Settler (student) sends postcard home to describe the geography, lifestyle, and economics of colonial life.

-Create a graphic organizer to show the causes and effects of the French and Indian War

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area: Social Studies**

**Unit Title: Revolution to 1812**

**Target Course/Grade Level: US History I/10**

**Unit Summary**

The social, political, and economic factors, which influenced the expanding nation prior to the War of 1812, is fundamental, for this was one of the formative eras in the nation’s history. The vitality of this era, the democratic spirit, and the religious faith deeply united in the 19th Century American character was reflected in nearly every sphere of American life. These ideas helped create the Republican virtues that helped forge the Democratic government we use today.

**Primary interdisciplinary connections:**

Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.

**21<sup>st</sup> century themes:**

Tie destruction of World Trade Center and attack on Pentagon September 2001) to the burning of Washington, D.C. during the War of 1812.

Tie American attacks on Somali Pirates to war on Barbary Pirates during Jefferson’s Administration.

Tie the 2000 election (January 2001) into the election of 1800

The Arab Spring Uprising (2010 – Present Day) to Revolutions of the Time period (American and French Revolution)

### Learning Targets

**Content Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.2.a	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
6.1.12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
6.1.12.A.2.c	Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
6.1.12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
6.1.12.A.2.f	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.B.3.b	Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
6.1.12.B.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.

6.1.12.B.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.B.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.B.3.a	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
6.1.12.C.2.a	Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.
6.1.12.C.2.b	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
6.1.12.D.3.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
6.1.12.D.3.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
6.1.12.D.3.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
6.1.12.D.3.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
6.1.12.B.1.a	Relate regional variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
6.1.12.D.1.a	Explain the consequences to Native American groups of the loss of their land and people.
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2	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 such problems are universal.
6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
8.1.12.A.4	Create a personalized digital portfolio that contains an résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
8.1.12.B.1	Design and pilot a <a href="#">digital learning game</a> to demonstrate knowledge and skills related to one or more content areas or a real world situation.
8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
8.1.12.D.4	Explain the impact of cyber crimes on society.
8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of <a href="#">current and emerging technology resources</a> and assess their potential to address educational, career, personal, and social needs.
8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.
8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.
8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.
8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.
8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a <a href="#">web-based publication</a> that elicits further comment and analysis.
8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
8.2.12.D.1	<a href="#">Reverse-engineer</a> a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.
8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.
8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
8.2.12.F.2	Explain how material science impacts the quality of products.
8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.

8.2.12.G.1	Analyze the interactions among various <a href="#">technologies</a> and collaborate to create a product or system demonstrating their interactivity.
9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4.12	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to
Common Core Standards	
RH-9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH-9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH-9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH-9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH-9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH-9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH-9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH-9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH-9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH-9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">WHST.9-10.1</a>	Write arguments focused on discipline-specific content.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.3	(See note; not applicable as a separate requirement)
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	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.
WHST.9-10.8	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.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How has the controversy between states versus federal authority developed and continued to the present time?</li> <li>• What social, political, geographic, and economic conditions shaped the pre-Civil War period?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The reform that emerged during this period influenced future social change.</li> <li>• Western expansion generated conflict in the ante-bellum period.</li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>-Common Sense</li> <li>-Declaration of Independence</li> <li>-Articles of Confederation</li> <li>-Constitution</li> <li>• Jeffersonian Democracy.</li> <li>• States’ Rights Conflict vs. Federal Supremacy.</li> <li>• Judicial Review.</li> <li>• Expansion and Conflicts: <ul style="list-style-type: none"> <li>○ Geographical.</li> <li>○ Population.</li> <li>○ Social.</li> <li>○ Political</li> <li>○ Economic.</li> <li>○ Culture.</li> <li>○ Cultural Diversity.</li> </ul> </li> <li>• Foreign Policy.</li> <li>• Tie destruction of World Trade Center and attack on Pentagon September 2001) to the burning of Washington, D.C. during the War of 1812.</li> <li>• Tie the 2000 election (January 2001) into the election of 1800</li> <li>-Tie American attacks on Somali Pirates to war on Barbary Pirates during Jefferson’s Administration.</li> <li>-The Arab Spring Uprising (2010 – Present Day) to Revolutions of the Time period (American and French Revolution)</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Produce a map reflecting the westward expansion of the new nation.</li> <li>• Create a graphic organizer comparing and contrasting Jefferson and Hamilton.</li> <li>• Analyze the social, political, economic and military aspects of the Revolutionary War.</li> <li>• Compare and contrast the major philosophical and historical influences on the development of forms of government after the Revolutionary War.</li> <li>• Identify the causes and effects of the War of 1812.</li> </ul>

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  
Evidence of Learning

**Formative Assessments: (Suggested)**

Observations	Questioning
Discussion	Exit/Admit Slips
Learning/Response Logs	Graphic Organizers
Peer/Self Assessments	Practice Presentations
Visual Representations	Kinesthetic Assessments
Individual Whiteboards	Laundry Day
Four Corners	Constructive Quizzes
Think Pair Share	Appointment Clock
As I See It	

- |                       |                         |
|-----------------------|-------------------------|
| • Homework            | • Do-now                |
| • Class work          | • Notebook assessment   |
| • Teacher observation | • Project presentations |
| • Group participation | • Class discussions     |

**Summative Assessments**

- Students will create a graphic organizer comparing and contrasting the governments of the Articles of Confederation and the Constitution.
- Students will write an essay on the effects of the Revolution of 1800.
- Mid-Term/Final Exams

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbooks: Textbook varies by district
- Graphic organizers
- Supplemental Readings
- Relevant Video Clips
- American Heritage Primary Source Library
- Internet

**Teacher Notes:**

**This is a county curriculum guide and districts discretion should be used in aligning standards throughout the units**

**Additional teacher resources**

<http://www.history.com/topics>

<http://besthistorysites.net/>

<http://historyteacher.net/>

<http://www.loc.gov/index.html>

<http://www.digitalhistory.uh.edu/>

<http://www.ushistory.org/>

<http://www.pbs.org/wnet/historyofus/>

<http://www.nps.gov/history/>

<http://www.history.org/>

<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&CFTOKEN=99210715>

<http://quizlet.com/>

<http://cicerohistory.com/>

**Suggest Movies:**

“1776”

“The Patriot”

“John Adams”

“Amistad”

“First Invasion: The War of 1812”

**Suggested Literature**

Rise to Rebellion: Jeff Shara

Founding Brothers: Joseph Ellis

1776: David McCullough

Common Sense: Thomas Paine

April Morning: Howard Fast

**Suggested Activities:**

-Hold a mock Constitutional Convention

-Create a student Bill of Rights/Constitution

-Use a Venn diagram to compare and contrast The Revolutionary War to the War of 1812 (2<sup>nd</sup> Revolution)

-Thomas Jefferson activity stations: Students will rotate from station to station to explore the life, presidency and legacy of Thomas Jefferson (foreign policies, expansion, Election of 1800, domestic policies, and life accomplishments).

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**

**Unit Overview**

**Content Area: Social Studies**

**Unit Title:** Growth of Nationalism to the Reform Movement

**Target Course/Grade Level:** US History I/10

**Unit Summary:** In the years following the War of 1812 the United States experienced a growth of nationalism, an expansion of Democracy, and a Second Great Awakening, which resulted in societal reforms. Jacksonian Democracy and the rise of the common man brought about changes in the way we Americans viewed the federal government.

**Primary interdisciplinary connections:**

Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.

**21<sup>st</sup> century themes:**

Connect Election of 2000 to the Election of 1824 (popular votes vs. electoral college)

Connect Temperance Movement of the 1800's to the substance abuse reforms of today (MADD, SADD, and DARE)

Connect Native American Removal Act of 1830 to the treatment of illegal aliens in Arizona (Arizona SB-1070)

**Learning Targets**

**Content Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.3.b	Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
6.1.12.A.4.h	Analyze the various rationales provided as a justification for slavery.
6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
6.1.12.C.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.C.3.b	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.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of

	American culture, literature, and art.
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2	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 such problems are universal.
6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
8.1.12.A.4	Create a personalized digital portfolio that contains an résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
8.1.12.B.1	Design and pilot a <a href="#">digital learning game</a> to demonstrate knowledge and skills related to one or more content areas or a real world situation.
8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
8.1.12.D.4	Explain the impact of cyber crimes on society.
8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of <a href="#">current and emerging technology resources</a> and assess their potential to address educational, career, personal, and social needs.
8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.
8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design

	process.
8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.
8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.
8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a <a href="#">web-based publication</a> that elicits further comment and analysis.
8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
8.2.12.D.1	<a href="#">Reverse-engineer</a> a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.
8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.
8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
8.2.12.F.2	Explain how material science impacts the quality of products.
8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.
8.2.12.G.1	Analyze the interactions among various <a href="#">technologies</a> and collaborate to create a product or system demonstrating their interactivity.
9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4.12	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to
Common Core Standards	
RH-9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH-9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH-9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH-9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH-9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH-9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH-9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH-9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH-9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH-9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">WHST.9-10.1</a>	Write arguments focused on discipline-specific content.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.3	(See note; not applicable as a separate requirement)
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	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.
WHST.9-10.8	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.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> <li>What is nationalism and what factors contributed to its growth?</li> <li>What are some of the characteristics of Jacksonian Democracy?</li> <li>Where power is truly found-in the Constitution or in officials elected by the people?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>What is the true concept of a Democracy?</li> <li>Responsible citizenship is a lifelong endeavor that requires informed, active participation and protection of the common good</li> <li>Political, economic, social, and environmental factors contribute to the growth and distribution of population</li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Consequences of nationalism <ul style="list-style-type: none"> <li>Monroe Doctrine</li> </ul> </li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Interpret political cartoons of the Jacksonian Administration.</li> </ul>

<ul style="list-style-type: none"> <li>• Jacksonian Democracy</li> <li>• Crisis over tariff, bank, and Native Americans</li> <li>• Reform Movements <ul style="list-style-type: none"> <li>○ Abolition</li> <li>○ Temperance</li> <li>○ Education</li> <li>○ Women’s rights</li> </ul> </li> <li>• Second Great Awakening</li> <li>• Territorial expansion</li> </ul>	<ul style="list-style-type: none"> <li>• Create a power point based on one of the reform movements of the time period.</li> <li>• Analyze primary sources (treatment of Native Americans).</li> </ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  
**Evidence of Learning**

**Formative Assessments:**  
**(Suggested)**

- |                        |                         |
|------------------------|-------------------------|
| Observations           | Questioning             |
| Discussion             | Exit/Admit Slips        |
| Learning/Response Logs | Graphic Organizers      |
| Peer/Self Assessments  | Practice Presentations  |
| Visual Representations | Kinesthetic Assessments |
| Individual Whiteboards | Laundry Day             |
| Four Corners           | Constructive Quizzes    |
| Think Pair Share       | Appointment Clock       |
| As I See It            |                         |

- |                                                                                                                                                  |                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Homework</li> <li>• Class work</li> <li>• Teacher observation</li> <li>• Group participation</li> </ul> | <ul style="list-style-type: none"> <li>• Do-now</li> <li>• Notebook assessment</li> <li>• Project presentations</li> <li>• Class discussions</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|

**Summative Assessments**

- Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions.
- Expository Essays / Position Papers
- Mid-Term/Final Exams

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbooks: Textbook varies by district
- Graphic organizers
- Supplemental Readings
- Relevant Video Clips
- American Heritage Primary Source Library
- Internet

**Teacher Notes:** This is a county curriculum guide and districts discretion should be used in aligning standards throughout the units.

**Additional teacher resources**

<http://www.history.com/topics>

<http://besthistorysites.net/>

<http://historyteacher.net/>

<http://www.loc.gov/index.html>

<http://www.digitalhistory.uh.edu/>

<http://www.ushistory.org/>

<http://www.pbs.org/wnet/historyofus/>

<http://www.nps.gov/history/>

<http://www.history.org/>

<http://www.discovereducation.com/free-puzzlemaker/?CFID=11667286&CFTOKEN=99210715>

<http://quizlet.com/>

<http://cicerohistory.com/>

**Suggested Movies**

“America: The Story of Us”

“The Presidents” DVD

**Suggested Literature**

American Lion: Andrew Jackson in the White House: John Meachem

Narrative of the Life of Frederick Douglass, An American Slave: Frederick Douglas

**Suggested Activities**

-Have students create a fundraiser flyer to compare the 1800’s reform movements to the reformers of today.

- Andrew Jackson activity stations: Students will rotate from station to station to explore the life, presidency and legacy of Andrew Jackson (Indian Removal Act, Bank Wars, Abuse of Presidential Power, Nullification Crises and Personal History).

-Label and date a map of the U.S. territorial acquisitions during the time period.

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area: Social Studies**

**Unit Title: Manifest Destiny to the Beginning of the Civil War**

**Target Course/Grade Level: US History I/10**

**Unit Summary:** The study of the expanding nation prior to the Civil War is vital, for this was one of the formative eras in the nation’s history. Manifest Destiny. A period of dramatic territorial expansion, economic growth, and industrialization, all spurred on by the great optimism of many Americans of European ancestry that anything was possible with hard work, imagination, and the unleashing of the maximum freedom of the individual. The vitality of this era, the democratic spirit, and the religious faith deeply united in the 19th Century American character was reflected in nearly every sphere of American life. However, this era was also characterized by the development of important sectional differences over slavery and its expansion into the West, over protective tariffs, and over States’ nullification rights.

**Primary interdisciplinary connections:**

Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.

**21<sup>st</sup> century themes:**

- Compare justification of Manifest destiny to modern day Middle East crisis (Israeli/Palestine)
- Compare discovery of gold and subsequent population boom to modern day discovery of oil and growth of Middle Eastern states
- Compare John Brown’s fanatical actions at Harpers Ferry to extremists of today.

### Learning Targets

**Content Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
6.1.12.A.3.b	Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
6.1.12.A.3.h	Analyze the various rationales provided as a justification for slavery.
6.1.12.A.3.i	Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.

6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
6.1.12.C.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.C.3.b	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.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2	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 such problems are universal.
6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4	Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
8.1.12.B.1	Design and pilot a <a href="#">digital learning game</a> to demonstrate knowledge and skills related to one or more content areas or a real world situation.
8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
8.1.12.D.4	Explain the impact of cyber crimes on society.
8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of <a href="#">current and emerging technology resources</a> and assess their potential to address educational, career, personal, and social needs.
8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.
8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.
8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.
8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.
8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a <a href="#">web-based publication</a> that elicits further comment and analysis.
8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
8.2.12.D.1	<a href="#">Reverse-engineer</a> a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.
8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.

8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
8.2.12.F.2	Explain how material science impacts the quality of products.
8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.
8.2.12.G.1	Analyze the interactions among various <a href="#">technologies</a> and collaborate to create a product or system demonstrating their interactivity.
9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4.12	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to
Common Core Standards	
RH-9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH-9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH-9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH-9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH-9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH-9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH-9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH-9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH-9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH-9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">WHST.9-10.1</a>	Write arguments focused on discipline-specific content.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.3	(See note; not applicable as a separate requirement)
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	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.
WHST.9-10.8	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.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How did the Industrial Revolution and Western Expansion change American Culture?</li> <li>• How do capitalism/economic freedom clash with individual rights?</li> <li>• What conflicts emerged as a result of westward expansion?</li> <li>• What key events, issues, and personalities led the Civil War</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• The Industrial Revolution had an enormous impact on America via the transformation from an agricultural to industrial society based in major urban centers.</li> <li>• The economic, political, geographical, and social factors that affected western expansion.</li> <li>• What are the regional differences and events that led to the Civil War?</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Settlement of the West.</li> <li>• Railroads.</li> <li>• Industrialization.</li> <li>• Urbanization.</li> <li>• Immigration.</li> <li>• Culture.</li> <li>• Native American Society.</li> <li>• Abolitionist Movement</li> <li>• National elections</li> <li>• Compromise of 1850.</li> <li>• Kansas-Nebraska Act.</li> <li>• John Brown.</li> <li>• Lincoln-Douglas.</li> <li>• Dred Scott Decision.</li> <li>• Creation of the Republican Party.</li> <li>• Election of 1860.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Discuss the process of industrialization and its impact on the political, economic, and social fabric of the nation.</li> <li>• Debate the positives and negatives of Manifest Destiny.</li> <li>• Discuss some of the social, political, and personal issues that Americans confronted prior to the Civil War.</li> <li>• Evaluate the contributions of the Dred Scott Decision, Lincoln-Douglas Debates, John Brown’s Raid and Election of 1860 to the coming of the Secession Crisis.</li> </ul>

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  
**Evidence of Learning**

**Formative Assessments:**  
**(Suggested)**

Observations	Questioning
Discussion	Exit/Admit Slips
Learning/Response Logs	Graphic Organizers
Peer/Self Assessments	Practice Presentations
Visual Representations	Kinesthetic Assessments
Individual Whiteboards	Laundry Day
Four Corners	Constructive Quizzes
Think Pair Share	Appointment Clock
As I See It	

- |                                                                                                                                             |                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Homework</li><li>• Class work</li><li>• Teacher observation</li><li>• Group participation</li></ul> | <ul style="list-style-type: none"><li>• Do-now</li><li>• Notebook assessment</li><li>• Project presentations</li><li>• Class discussions</li></ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

**Summative Assessments**

- Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions.
- Expository Essays / Position Papers
- Mid-Term/Final Exams

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbooks: Textbook varies by district
- Graphic organizers
- Supplemental Readings
- Relevant Video Clips
- American Heritage Primary Source Library
- Internet

**Teacher Notes: This is a county curriculum guide and districts discretion should be used in aligning standards throughout the units**

**Additional teacher resources**

<http://www.history.com/topics>

<http://besthistorysites.net/>

<http://historyteacher.net/>

<http://www.loc.gov/index.html>

<http://www.digitalhistory.uh.edu/>  
<http://www.ushistory.org/>  
<http://www.pbs.org/wnet/historyofus/>  
<http://www.nps.gov/history/>  
<http://www.history.org/>  
<http://www.discovereducation.com/free-puzzlemaker/?CFID=11667286&CFTOKEN=99210715>  
<http://quizlet.com/>  
<http://cicerohistory.com/>

**Suggested Resources**

“America: The Story of Us”  
 “10 Days that Unexpectedly Changed the World”  
 John Gast – Manifest Destiny picture

**Suggested Literature:**

Walden: Henry David Thoreau  
Uncle Toms Cabin: Harriet Beecher Stowe

**Suggested Projects**

- Students will simulate Western Expansion by playing the game “The Oregon Trail”
- Students will label and date American Expansion from Manifest Destiny to the beginning of the Civil War
- Students will participate in a mock Lincoln-Douglas debate
- Students will create a newspaper regarding issues of the time period

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area: Social Studies**

**Unit Title: U.S. Civil War and Reconstruction**

**Target Course/Grade Level: US History I/10**

**Unit Summary:** Following the Election of 1860 politicians struggled to find compromises that would avoid the division of the United States but secession and war were inevitable. Students will study the Civil War, the bloodiest war in the Western World of the nineteenth century, which led to the emancipation of African Americans and the birth of a new freedom. During the period after the war known as Reconstruction, southern society was transformed, and social, political, and economic relationships were redefined throughout the United States. Civil War Historian Shelby Foote stated that to understand America today, one has to have a firm understanding of the Civil War. This unit will help students understand why.

**Primary interdisciplinary connections:** Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important

interdisciplinary connections.

**21<sup>st</sup> Century Connections:**

Connect the War on Terrorism and perspectives on Habeas Corpus with Lincoln’s suspension of this Writ during the Civil War.

Connect modern societal trends and challenges with their origins in the Reconstruction of our country after the Civil War.

Connect advancements in communication and transportation during the Civil War (telegraph/railways) to advancements in the War on Terrorism (U.S. Navy Seal Team 6 and the capture of Osama Bin Laden)

Connect the U.S. Civil War to other modern Civil Wars

**Learning Targets**

**Content Standards**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.1.12.A.4.c	Evaluate how political and military leadership affected the Emancipation Proclamation, Outcome of the Civil War.
6.1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.
6.1.12.D.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.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2	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 such

	problems are universal.
6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
8.1.12.A.4	Create a personalized digital portfolio that contains an résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
8.1.12.B.1	Design and pilot a <a href="#">digital learning game</a> to demonstrate knowledge and skills related to one or more content areas or a real world situation.
8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
8.1.12.D.4	Explain the impact of cyber crimes on society.
8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of <a href="#">current and emerging technology resources</a> and assess their potential to address educational, career, personal, and social needs.
8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.
8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.
8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.
8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.
8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a <a href="#">web-based publication</a> that elicits further comment and analysis.

8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
8.2.12.D.1	<a href="#">Reverse-engineer</a> a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.
8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.
8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
8.2.12.F.2	Explain how material science impacts the quality of products.
8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.
8.2.12.G.1	Analyze the interactions among various <a href="#">technologies</a> and collaborate to create a product or system demonstrating their interactivity.
9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4.12	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to
Common Core Standards	
RH-9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH-9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH-9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH-9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH-9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH-9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH-9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH-9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH-9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH-9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">WHST.9-10.1</a>	Write arguments focused on discipline-specific content.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.3	(See note; not applicable as a separate requirement)

WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	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.
WHST.9-10.8	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.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What were the strengths and weaknesses of the two sides and important strategies they employed?</li> <li>• What was the nature of the war and the pivotal moments that helped dictate the outcome?</li> <li>• What key battles, tactics, technology and geography helped shape the Civil War?</li> <li>• What contributed to the clear division of the US during the 1860s?</li> <li>• What were the major plans for Reconstruction?</li> <li>• What were the short-term and long-term consequences of Reconstruction on both the North and South?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Reconstruction was a controversial period in American history with a lasting legacy.</li> <li>• There were both positive and negative results of the Reconstruction era.</li> <li>• In spite of the North's overwhelming industrial advantage, the war lasted four years due to a combination of factors.</li> <li>• The desire to win war has dire consequences.</li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The political controversy surrounding abolition and slavery.</li> <li>• The major political and military figures of the Civil War and Reconstruction era.</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Translate knowledge into position papers and free response essays.</li> <li>• Illustrate major battles of the Civil war on a map.</li> <li>• Analyze history from multiple perspectives.</li> <li>• Explain the significance and lasting implication of the</li> </ul>

<ul style="list-style-type: none"> <li>• The basic military strategy and major battles of the Civil War.</li> <li>• Lincoln’s plan vs. Radical Republican plans for Reconstruction.</li> <li>• The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.</li> <li>• The circumstances and controversy surrounding the impeachment of President Andrew Johnson.</li> <li>• The significance of the Election of 1876 and the Compromise of 1877.</li> <li>• The lasting effects of the Civil war and Reconstruction on American society.</li> </ul>	<p>Civil War and Reconstruction era on United States history.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------

<p style="text-align: center;"><b>OCEAN COUNTY SOCIAL STUDIES CURRICULUM</b> <b>Evidence of Learning</b></p>	
<p><b>Formative Assessments (Suggested)</b></p>	
<p>Observations Discussion Learning/Response Logs Peer/Self Assessments Visual Representations Individual Whiteboards Four Corners Think Pair Share As I See It</p>	<p>Questioning Exit/Admit Slips Graphic Organizers Practice Presentations Kinesthetic Assessments Laundry Day Constructive Quizzes Appointment Clock</p>
<ul style="list-style-type: none"> <li>• Homework</li> <li>• Class work</li> <li>• Teacher observation</li> <li>• Group participation</li> </ul>	<ul style="list-style-type: none"> <li>• Do-now</li> <li>• Notebook assessment</li> <li>• Project presentations</li> <li>• Class discussions</li> </ul>
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions.</li> <li>• Expository Essays / Position Papers</li> <li>• Mid-Term/Final Exams</li> </ul>	
<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <ul style="list-style-type: none"> <li>• Follow all IEP modifications/504 plan</li> <li>• Teacher tutoring</li> <li>• Peer tutoring</li> <li>• Cooperative learning groups</li> <li>• Modified assignments</li> </ul>	

- Differentiated instruction

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbooks: Textbook varies by district
- Graphic organizers
- Supplemental Readings
- Relevant Video Clips
- American Heritage Primary Source Library

**Teacher Notes: This is a county curriculum guide and districts discretion should be used in aligning standards throughout the units.**

**Additional teacher resources**

<http://www.history.com/topics>

<http://besthistorysites.net/>

<http://historyteacher.net/>

<http://www.loc.gov/index.html>

<http://www.digitalhistory.uh.edu/>

<http://www.ushistory.org/>

<http://www.pbs.org/wnet/historyofus/>

<http://www.nps.gov/history/>

<http://www.history.org/>

<http://www.discovereducation.com/free-puzzlemaker/?CFID=11667286&CFTOKEN=99210715>

<http://quizlet.com/>

<http://cicerohistory.com/>

**Suggested Movies:**

“America: The Story of Us”

“Dances with Wolves”

“Glory”

“Gettysburg”

“The Civil War:” a narrative by Shelby Foote

“Ken Burns: A Civil War”

**Suggested Literature**

Killer Angels: Michael Shaara

The Red Badge of Courage: Stephen Crane

Killing Lincoln: Bill O’Reilly

Gone with the Wind: Margaret Mitchell

**Suggested Projects**

-Students will create their own plan for Reconstruction in the South

-Pictograph of causes of the Civil War

-Create a Civil War Web quest

-Baseball cards of Civil War battles and or people

-Timeline project about the Civil War and Reconstruction

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area: Social Studies**

**Unit Title: Transformation from an Agricultural to an Industrial Society 1860 – The Gilded Age**

**Target Course/Grade Level: US History I/10**

**Unit Summary:** From the era of Reconstruction to the end of the 19<sup>th</sup> century, the United States experienced an economic transformation that students must understand if they are to comprehend the origins of modern American life and the legacies of an era that still shapes our lives. It was an era in which the explosive growth of the economy, fed by the 19<sup>th</sup> century technological revolution and the advance of heavy industry, changed the United States from what had been a “developing nation” before the Civil War to an economic giant. Understanding the dynamics of this era will cast important light for students on two of the central themes in American history: the many forces behind the development of the American economy and the impact of economic and technological changes of social, political, and cultural developments in the nation.

**Primary interdisciplinary connections:**

Students will experience relevant works of literature, analyze data, and study scientific and technological developments of each historical period so as to make important interdisciplinary connections.

**21<sup>st</sup> century themes:**

Compare the development of the industrial economy in the later 1800s to our economic situation.

Connect major industrialists of the late 1800’s to the corporate giants of today

Connect the notion of the American Dream to the notion of the American Dream in the early 21<sup>st</sup> Century

Connect scandals and corruption which existed under Grant’s administration to the corruption of the 21<sup>st</sup> Century

### Learning Targets

**Content Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.5.a	Relate industrial growth to the need for social and governmental reforms.
6.1.12.A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.A.5.c	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.B.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.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.
6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
6.1.12.D.5.c	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.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2	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 such problems are universal.
6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
8.1.12.A.4	Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
8.1.12.B.1	Design and pilot a <a href="#">digital learning game</a> to demonstrate knowledge and skills related to one or more content areas or a real world situation.
8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
8.1.12.D.4	Explain the impact of cyber crimes on society.
8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of <a href="#">current and emerging technology resources</a> and assess their potential to address educational, career, personal, and social needs.

8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.
8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.
8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.
8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.
8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a <a href="#">web-based publication</a> that elicits further comment and analysis.
8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
8.2.12.D.1	<a href="#">Reverse-engineer</a> a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.
8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.
8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
8.2.12.F.2	Explain how material science impacts the quality of products.
8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.
8.2.12.G.1	Analyze the interactions among various <a href="#">technologies</a> and collaborate to create a product or system demonstrating their interactivity.
9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4.12	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to
<b>Common Core Standards</b>	
RH-9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH-9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH-9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH-9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH-9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH-9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH-9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative

	analysis in print or digital text.
RH-9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
RH-9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH-9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i> .
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.3	(See note; not applicable as a separate requirement)
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	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.
WHST.9-10.8	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.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How did the Industrial Revolution and Western Expansion change American Culture?</li> <li>• How do capitalism/economic freedom clash with individual rights?</li> <li>• What conflicts emerged as a result of westward expansion?</li> <li>• Purposes of the Populist Era reforms</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The significance of laws enforced by Populist Era presidents and their lasting impact to modern times.</li> <li>• The Industrial Revolution had an enormous impact on America via the transformation from an agricultural to industrial society based in major urban centers.</li> <li>• The economic, political, geographical, and social factors that affected western expansion.</li> <li>• The issues separating the industrialists and labor.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Settlement of the West.</li> <li>• Railroads.</li> <li>• Politics &amp; Corruption in the Gilded Age.</li> <li>• Industrialization.</li> <li>• Urbanization.</li> <li>• Immigration.</li> <li>• Culture.</li> <li>• Native American Society.</li> <li>• Influence of Women.</li> <li>• Populist Reform.</li> <li>• Government Regulation.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Discuss the process of industrialization and its impact on the political, economic, and social fabric of the nation.</li> <li>• Debate the positives and negatives of Industrialization</li> <li>• Analyze the value of the Populist Movement via its major laws and presidents who were instrumental in the passing and enforcement of those laws.</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>OCEAN COUNTY SOCIAL STUDIES CURRICULUM</b> Evidence of Learning</p>																					
<p><b>Formative Assessments (Suggested)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Observations</td> <td style="width: 50%;">Questioning</td> </tr> <tr> <td>Discussion</td> <td>Exit/Admit Slips</td> </tr> <tr> <td>Learning/Response Logs</td> <td>Graphic Organizers</td> </tr> <tr> <td>Peer/Self Assessments</td> <td>Practice Presentations</td> </tr> <tr> <td>Visual Representations</td> <td>Kinesthetic Assessments</td> </tr> <tr> <td>Individual Whiteboards</td> <td>Laundry Day</td> </tr> <tr> <td>Four Corners</td> <td>Constructive Quizzes</td> </tr> <tr> <td>Think Pair Share</td> <td>Appointment Clock</td> </tr> <tr> <td>As I See It</td> <td></td> </tr> </table> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Class work</li> <li>• Teacher observation</li> <li>• Group participation</li> </ul> </td> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Do-now</li> <li>• Notebook assessment</li> <li>• Project presentations</li> <li>• Class discussions</li> </ul> </td> </tr> </table>		Observations	Questioning	Discussion	Exit/Admit Slips	Learning/Response Logs	Graphic Organizers	Peer/Self Assessments	Practice Presentations	Visual Representations	Kinesthetic Assessments	Individual Whiteboards	Laundry Day	Four Corners	Constructive Quizzes	Think Pair Share	Appointment Clock	As I See It		<ul style="list-style-type: none"> <li>• Homework</li> <li>• Class work</li> <li>• Teacher observation</li> <li>• Group participation</li> </ul>	<ul style="list-style-type: none"> <li>• Do-now</li> <li>• Notebook assessment</li> <li>• Project presentations</li> <li>• Class discussions</li> </ul>
Observations	Questioning																				
Discussion	Exit/Admit Slips																				
Learning/Response Logs	Graphic Organizers																				
Peer/Self Assessments	Practice Presentations																				
Visual Representations	Kinesthetic Assessments																				
Individual Whiteboards	Laundry Day																				
Four Corners	Constructive Quizzes																				
Think Pair Share	Appointment Clock																				
As I See It																					
<ul style="list-style-type: none"> <li>• Homework</li> <li>• Class work</li> <li>• Teacher observation</li> <li>• Group participation</li> </ul>	<ul style="list-style-type: none"> <li>• Do-now</li> <li>• Notebook assessment</li> <li>• Project presentations</li> <li>• Class discussions</li> </ul>																				
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions.</li> <li>• Expository Essays / Position Papers</li> <li>• Mid-Term/Final Exams</li> </ul>																					
<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <ul style="list-style-type: none"> <li>• Follow all IEP modifications/504 plan</li> <li>• Teacher tutoring</li> <li>• Peer tutoring</li> <li>• Cooperative learning groups</li> <li>• Modified assignments</li> <li>• Differentiated instruction</li> </ul>																					

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbooks: Textbook varies by district
- Graphic organizers
- Supplemental Readings
- Relevant Video Clips
- American Heritage Primary Source Library

**Teacher Notes: This is a county curriculum guide and districts discretion should be used in aligning standards throughout the units**

**Additional teacher resources**

<http://www.history.com/topics>

<http://besthistorysites.net/>

<http://historyteacher.net/>

<http://www.loc.gov/index.html>

<http://www.digitalhistory.uh.edu/>

<http://www.ushistory.org/>

<http://www.pbs.org/wnet/historyofus/>

<http://www.nps.gov/history/>

<http://www.history.org/>

<http://www.discovereducation.com/free-puzzlemaker/?CFID=11667286&CFTOKEN=99210715>

<http://quizlet.com/>

<http://cicerohistory.com/>

**Suggested Movies**

“Bury my Heart at Wounded Knee”

“10 Days that Unexpectedly Changed the World”

“America: The Story of Us”

**Suggested Literature:**

The Tycoons: How Andrew Carnegie, John D. Rockefeller, Jay Gould, and J.P. Morgan Invented the American Super Economy: Charles R. Morris

Empire Express: Building the First Transcontinental Railroad: David Haward Bain

A Godly Hero: the Life of William Jennings Bryan: Michael Kazin

**Suggested Projects**

-Find your relatives at Ellis Island project.

-Research the robber barons of the time period and write a paper comparing them to the supposed robber barons of today.

-Create a political cartoon.

-Create an obituary or tombstone for a famous figure of the time period.

-Create pictorial cards for the vocabulary of the unit.