

<b>Original Adoption:</b>	August 2018
<b>Created by:</b>	PLC
<b>Revised on:</b>	12/4/18
<b>Revised by:</b>	PLC

Board Approved August 21st, 2019

<b>Toms River Regional Schools Social Studies Curriculum</b>	
<b>Content Area: Social Studies</b>	
<b>Course Title: 20th Century</b>	<b>Grade Level: High School Grade : 12</b>
Colonial Era - 1763	30 days
Revolutionary War - War of 1812	30 Days
Growth of Nationalism - Reform	30 Days
Manifest Destiny - Beginning of Civil War	30 Days
Civil War/Reconstruction	30 Days
Transformation from an Agricultural Society to an Industrial Society - The Gilded Age	30 Days

<b>Unit 1: Colonial Era - 1763</b>	<b>Duration: 30 Days</b>
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## Standards/Learning Targets

### Focus Standards (Major Standards)

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLS for Language Arts Literacy

#### RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

#### RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

#### RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

#### RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

#### RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

#### RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

● **TECHNOLOGY STANDARDS**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

**[www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

**9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

<b>Evidence of Student Learning</b>	
<p><b>Performance Tasks/Use of Technology:</b>  <a href="http://www.kahoot.com">www.kahoot.com</a></p>	<p style="text-align: center;"><b>Other Assessments</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know...</i>	<i>Students will be able to..</i>

<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> <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>	<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> <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>
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<b>Instructional Plan</b>	
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<b>Suggested Activities</b>	<b>Resources</b>
<p>Suggested Movies: “Last of the Mohicans” “The Crucible”</p>	<ul style="list-style-type: none"> <li>● Textbooks: Textbook varies by district</li> <li>● Graphic organizers</li> <li>● Supplemental readings</li> </ul>

<p>Suggested Books Last of the Mohicans: James Fenimore Cooper</p> <p>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</p>	<ul style="list-style-type: none"> <li>● Relevant video clips</li> <li>● American Heritage Primary Source Library</li> <li>● Internet use</li> </ul> <p>Additional teacher resources  <a href="http://www.history.com/topics">http://www.history.com/topics</a>  <a href="http://besthistorysites.net/">http://besthistorysites.net/</a> <a href="http://historyteacher.net/">http://historyteacher.net/</a>  <a href="http://www.loc.gov/index.html">http://www.loc.gov/index.html</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="http://www.ushistory.org/">http://www.ushistory.org/</a>  <a href="http://www.pbs.org/wnet/historyofus/">http://www.pbs.org/wnet/historyofus/</a>  <a href="http://www.nps.gov/history/">http://www.nps.gov/history/</a>  <a href="http://www.virtualjamestown.org/">http://www.virtualjamestown.org/</a>  <a href="http://www.history.org/">http://www.history.org/</a>  <a href="http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&amp;CFTOKEN=99210715">http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&amp;CFTOKEN=99210715</a> <a href="http://quizlet.com/">http://quizlet.com/</a>  <a href="http://cicerohistory.com/">http://cicerohistory.com/</a></p>
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**Suggested Options for Differentiation**

*English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

*Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

504 Plans



- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

**Teacher Notes:**

<b>Unit 2:</b> The Revolution to 1812	<b>Duration:</b> 35 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>6.1.12.A.2.a  Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</p>	

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.

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Analyze how gender, property ownership, religion, and legal status affected political rights.

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Relate regional variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.

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Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

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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.

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6.3.12.A.1

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6.3.12.B.1

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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.

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**TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9.

Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

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**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

**9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

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**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

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**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

### Evidence of Student Learning

#### Performance Tasks/Use of Technology:

[www.khoot.com](http://www.khoot.com)

#### Other Assessments

##### Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

##### Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

##### Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

##### Alternative



	<ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></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>-Common Sense -Declaration of Independence -Articles of Confederation -Constitution</p> <ul style="list-style-type: none"> <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> </ul> <p>-Tie American attacks on Somali Pirates to war on Barbary Pirates during Jefferson’s Administration. -The Arab Spring Uprising (2010 – Present Day) to Revolutions of the Time period</p>	<p><i>Students will be able to..</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> <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>

(American and French Revolution)	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p>Suggest Movies:  “1776”  “The Patriot” “John Adams” “Amistad”  “First Invasion: The War of 1812”</p> <p>Suggested Literature  Rise to Rebellion: Jeff Shara Founding  Brothers: Joseph Ellis 1776: David  McCullough Common Sense: Thomas Paine  April Morning: Howard Fast</p> <p>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  (2nd 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).</p>	<ul style="list-style-type: none"> <li>● Textbook:</li> <li>● Varies by school district Internet based materials:</li> <li>● Databases, such as <a href="http://www.ellisland.org">www.ellisland.org</a></li> <li>● Web Lessons</li> <li>● United Streaming</li> <li>● Power Points</li> <li>● Other educational domain materials</li> </ul> <p>Additional teacher resources  <a href="http://www.history.com/topics">http://www.history.com/topics</a>  <a href="http://besthistorysites.net/">http://besthistorysites.net/</a>  <a href="http://historyteacher.net/">http://historyteacher.net/</a>  <a href="http://www.loc.gov/index.html">http://www.loc.gov/index.html</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="http://www.ushistory.org/">http://www.ushistory.org/</a>  <a href="http://www.pbs.org/wnet/historyofus/">http://www.pbs.org/wnet/historyofus/</a>  <a href="http://www.nps.gov/history/">http://www.nps.gov/history/</a>  <a href="http://www.history.org/">http://www.history.org/</a>  <a href="http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&amp;CFTOKEN=99210715">http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&amp;CFTOKEN=99210715</a> <a href="http://quizlet.com/">http://quizlet.com/</a>  <a href="http://cicerohistory.com/">http://cicerohistory.com/</a></p>
<b>Suggested Options for Differentiation</b>	
<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> <li>● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words</li> </ul>	

### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### 504 Plans

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration

- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive
- Text support material

**Teacher Notes:**

<b>Unit 3:Growth of Nationalism to the Reform Movement</b>	<b>Duration:</b> 20 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>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.</p> <p>6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.</p> <p>6.1.12.A.3.d</p>	

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.5**

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

**RH.11-12.8**

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RH.11-12.10**

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

**9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural**



context is a valuable 21st-century skill.

**9.2.12.A.1**

Analyze the relationship between various careers and personal earning goals.

**9.2.12.A.2**

Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt

**9.3.12.C.2**

Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

### Evidence of Student Learning

#### Performance Tasks/Use of Technology:

[www.kahoot.com](http://www.kahoot.com)

#### Other Assessments

##### Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

##### Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

##### Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

##### Alternative

- Portfolio Project
- Modified assignments

### Knowledge and Skills

Content	Skills
<p><i>Students will know...</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> <li>● Interpret political cartoons of the Jacksonian Administration.</li> <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>	<p><i>Students will be able to..</i></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? <ul style="list-style-type: none"> <li>● Consequences of nationalism <ul style="list-style-type: none"> <li>○ Monroe Doctrine</li> </ul> </li> </ul> </li> <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> <li>●</li> </ul>
<b>Instructional Plan</b>	
Suggested Activities	Resources
<p>Suggested Movies “America: The Story of Us” “The Presidents” DVD</p> <p>Suggested Literature  American Lion: Andrew Jackson in the White House: John Meachem  Narrative of the Life of Frederick Douglass,  An American Slave: Frederick Douglas</p> <p>Suggested Activities  -Have students create a fundraiser flyer to</p>	<ul style="list-style-type: none"> <li>● Textbook:</li> <li>● Varies by school district Internet based materials:</li> <li>● Data bases</li> <li>● Web lessons</li> <li>● United Streaming</li> <li>● Power Points</li> </ul> <p>Additional teacher resources  <a href="http://www.history.com/topics">http://www.history.com/topics</a>  <a href="http://besthistorysites.net/">http://besthistorysites.net/</a>  <a href="http://historyteacher.net/">http://historyteacher.net/</a></p>

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.

<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/>

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

#### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
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- Simplify written and verbal instructions

#### *504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time

- Simplify written and verbal instructions

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive

**Teacher Notes:**

**Unit 4:** Manifest Destiny to the Beginning of the Civil War

**Duration:** 30 Days

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

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RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing

how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.5**

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

**RH.11-12.8**

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
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**[www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**



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**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

**9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2

Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt

9.3.12.C.2

Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

### Evidence of Student Learning

#### Performance Tasks/Use of Technology:

[www.kahoot.com](http://www.kahoot.com)

#### Other Assessments

##### Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
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- Exit Tickets
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##### Summative

- Chapter/Unit Test
- Quizzes
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- Unit Projects

##### Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

##### Alternative

- Portfolio Project
- Modified assignments

### Knowledge and Skills

Content	Skills
<p><i>Students will know...</i></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>● What key events, issues, and personalities led the Civil War</li> <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>	<p><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 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> <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>Instructional Plan</b>	
Suggested Activities	Resources
Suggested Resources	<ul style="list-style-type: none"> <li>● Textbook:</li> <li>● Varies by school district Internet based</li> </ul>

<p>“America: The Story of Us”  “10 Days that Unexpectedly Changed the World” John Gast – Manifest Destiny picture</p> <p>Suggested Literature:  Walden: Henry David Thoreau  Uncle Toms Cabin: Harriet Beecher Stowe</p> <p>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</p>	<p>materials:</p> <ul style="list-style-type: none"> <li>● Data bases</li> <li>● Web lessons</li> <li>● United Streaming</li> <li>● Power Points</li> <li>● HBO’s Band of Brothers</li> <li>● HBO’s The Pacific</li> <li>● Saving Private Ryan</li> </ul> <p>Additional teacher resources  <a href="http://www.history.com/topics">http://www.history.com/topics</a>  <a href="http://besthistorysites.net/">http://besthistorysites.net/</a>  <a href="http://historyteacher.net/">http://historyteacher.net/</a>  <a href="http://www.loc.gov/index.html">http://www.loc.gov/index.html</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="http://www.ushistory.org/">http://www.ushistory.org/</a>  <a href="http://www.pbs.org/wnet/historyofus/">http://www.pbs.org/wnet/historyofus/</a>  <a href="http://www.nps.gov/history/">http://www.nps.gov/history/</a>  <a href="http://www.history.org/">http://www.history.org/</a>  <a href="http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&amp;CFTOKEN=99210715">http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&amp;CFTOKEN=99210715</a> <a href="http://quizlet.com/">http://quizlet.com/</a>  <a href="http://cicerohistory.com">http://cicerohistory.com</a></p>
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**Suggested Options for Differentiation**

- English Language Learners*
- Provide clear and specific directions
  - Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
  - Provide class notes ahead of time to allow students to preview material and increase comprehension
  - Provide extended time
  - Simplify written and verbal instructions
  - Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Special Education*
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
  - Assign peer tutor
  - Provide clear and specific directions
  - Provide class notes ahead of time to allow students to preview material and increase comprehension

- Provide extended time
- Simplify written and verbal instructions

#### 504 Plans

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

#### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

#### **Core Instructional and Supplemental Materials**

- **Google Shared Drive**

**Teacher Notes:**

<b>Unit 5:</b> US Civil War & Reconstruction	<b>Duration:</b> 35 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources,



connecting insights gained from specific details to an understanding of the text as a whole

**RH.11-12.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.5**

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

**RH.11-12.8**

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RH.11-12.10**

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding

of technology concepts, systems and operations

- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

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CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

**9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning**

communities and structured learning experiences.

**9.1.12.C.5**

Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**9.1.12.D.2**

Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

**9.1.12.D.3**

Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

**9.2.12.A.1**

Analyze the relationship between various careers and personal earning goals.

**9.2.12.A.2**

Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt

**9.3.12.C.2**

Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

**Evidence of Student Learning**

<b>Performance Tasks/Use of Technology:</b>	<b>Other Assessments</b>
<p><a href="http://www.kahoot.com">www.kahoot.com</a></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p>

	<ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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<b>Knowledge and Skills</b>	
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<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></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> <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> <li>● The political controversy surrounding abolition and slavery.</li> <li>● The major political and military figures of the Civil War and Reconstruction era.</li> <li>● The basic military strategy and major battles of the Civil War.</li> </ul>	<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 Civil War and Reconstruction era on United States history.</li> </ul>
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<ul style="list-style-type: none"> <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>	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p>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”</p> <p>Suggested Literature  Killer Angels: Michael Shaara  The Red Badge of Courage: Stephen Crane  Killing Lincoln: Bill O’Reilly  Gone with the Wind: Margaret Mitchell</p> <p>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</p>	<p>Textbook:  Varies by school district Internet based materials:  Data bases  Web lessons  United Streaming  Power Points  Other educational domain materials</p> <p>Additional teacher resources  <a href="http://www.history.com/topics">http://www.history.com/topics</a>  <a href="http://besthistorysites.net/">http://besthistorysites.net/</a>  <a href="http://historyteacher.net/">http://historyteacher.net/</a>  <a href="http://www.loc.gov/index.html">http://www.loc.gov/index.html</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="http://www.ushistory.org/">http://www.ushistory.org/</a>  <a href="http://www.pbs.org/wnet/historyofus/">http://www.pbs.org/wnet/historyofus/</a>  <a href="http://www.nps.gov/history/">http://www.nps.gov/history/</a>  <a href="http://www.history.org/">http://www.history.org/</a>  <a href="http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&amp;CFTOKEN=99210715">http://www.discoveryeducation.com/free-puzzlemaker/?CFID=11667286&amp;CFTOKEN=99210715</a> <a href="http://quizlet.com/">http://quizlet.com/</a>  <a href="http://cicerohistory.com/">http://cicerohistory.com/</a></p>

## Suggested Options for Differentiation

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### *504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### *Students at Risk of School Failure*

- Extended Time

- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive

**Teacher Notes:**

<p><b>Unit 6: Transformation from an Agricultural to an Industrial Society 1860 – The Gilded Age</b></p>	<p><b>Duration:</b> 30 Days</p>
<p style="text-align: center;"><b>Standards/Learning Targets</b></p>	
<p style="text-align: center;"><b>Focus Standards (Major Standards)</b></p>	
<p>6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms.</p> <p>6.1.12.A.5.b</p>	

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

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Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
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- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

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**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

**Evidence of Student Learning**

<p><b>Performance Tasks/Use of Technology:</b>  <a href="http://www.kahoot.com">www.kahoot.com</a></p>	<p style="text-align: center;"><b>Other Assessments</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The significance of laws enforced by</li> </ul>	<p><i>Students will be able to..</i></p>

<p>Populist Era presidents and their lasting impact to modern times.</p> <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>● The issues separating the industrialists and labor.</li> <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>	<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> <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>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
<p>Suggested Movies            “Bury my Heart at Wounded Knee”            “10 Days that Unexpectedly Changed the World” “America: The Story of Us”</p> <p>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</p>	<p>Textbook:            Varies by school district Internet based materials:            Data bases            Web lessons            United Streaming            Power Points            Other educational domain materials</p> <p>Additional teacher resources  <a href="http://www.history.com/topics">http://www.history.com/topics</a></p>

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.

<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/>

**Suggested Options for Differentiation**

*English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

*Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- **Google Shared Drive**

**Teacher Notes:**

