

United States History I

Unit I: Constitution, Early Republic, and Reform (1781-1845)

Stage 1: Desired Results

Standards & Indicators:

Era 1. Colonization and Settlement (1585–1763)

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

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

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

Era 3. Expansion and Reform (1801–1861)

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

CURRICULUM STANDARDS

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

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

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

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

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties

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6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

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

6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

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6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).

6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.

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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
<u>Central Idea/Enduring Understanding:</u>		<u>Essential/Guiding Question:</u>
<ul style="list-style-type: none"> Civic and political institutions address social and political problems at the local, 		<ol style="list-style-type: none"> What were the conflicts involved with creating a new government?

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<p>state, tribal, national, and/or international level.</p> <ul style="list-style-type: none"> • Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. • Global interconnections create complex spatial patterns at multiple scales that continue to change over time. • Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. • Being an informed citizen can protect you from exploitation by government leaders. • The precedent set by the first Presidents. • The purchase of the Louisiana territory and the impact to the nation. • How did the nation's economy help shape its politics? • How did the economic differences between the North and the South cause tension? • Can average citizens change society? • How did reforms of this era increase tensions between the North and the South? • Andrew Jackson's social, political and economic influence on the nation. • The timeline of various Native American policies i.e. Indian Removal Act. 	<ol style="list-style-type: none"> 2. What gives a government authority? 3. Why do people form political parties? 4. What rights are citizens given in the constitution? 5. How did Washington strengthen the power of the Executive Branch? 6. Compare and contrast the Federalists and Antifederalists. 7. How did the election of Jefferson change the dynamics of politics in the United States? 8. Evaluate how the purchase of the Louisiana Territory changed the social and economic makeup of the United States. 9. Analyze how the Era of Good Feeling created a sense of Nationalism in the United States i.e. War of 1812. 10. How was the American economy transformed during the Industrial Revolution and how did it affect society? 11. Why did slavery remain important to the South and what were its impacts on Southern economy and society? 12. How did the U.S. political system become more democratic in the 1820s and the 1830s? 13. To what extent did the Jackson Administration policies affect the social, political and economic development of the United States? 14. What problems did the various reform movements address and what were their impacts? 15. Compare and contrast the Native American policies of the early Presidents of the New Nation.
<p><u>Content:</u></p> <ol style="list-style-type: none"> 1. The Constitutional Convention. 2. Several American ideals in the U.S. Constitution, such as due process, rule of law, and individual rights have been denied to different groups of people throughout time 3. Washington, Adams, Jefferson. 4. Louisiana Purchase 5. War of 1812 6. American Nationalism 7. Early Industry 8. Land of Cotton 9. Growing Sectionalism 10. Jacksonian America 	<p><u>Skills(Objectives):</u></p> <ol style="list-style-type: none"> 1. Determine the central ideas in foundational documents such as the Declaration of Independence the U.S. Constitution, and the Bill of Rights, making clear the relationship among key concepts, such as self-government, democratic government structures, and the protection of individual rights 2. Cite specific textual evidence from state constitutions, including New Jersey's 1776 constitution, and the U.S. Constitution, attending to date and origin of the information, to determine their impact on the development of American constitutional government. 3. Examine the interrelationship of the ideals set forth in the Constitution (i.e., due process, rule of law, and individual rights) and provide examples of their denial

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<ul style="list-style-type: none"> 11. A Changing Culture 12. Reforming Society <ul style="list-style-type: none"> a. Women's Rights b. Immigration c. Education d. Temperance 13. Abolitionist Movement 	<p>or fulfillment to different groups of people in the past and today.</p> <ul style="list-style-type: none"> 4. Develop claims and counterclaims that reflect the Federalists and Anti-Federalists positions during the ratification debates on issues such as federalism, factions, checks and balances, and the importance of independent judiciary 5. Write a narrative explaining how Marbury v. Madison established judicial review and why this concept made the Supreme Court an influential branch of government. 6. Compare and contrast views about how to best promote economic development (including issues of national and state debt, National Bank, trade and taxation) advanced by Hamilton and Jefferson, and Clay and Jackson 7. Draw evidence from landmark cases (e.g., McCulloch v. Maryland, Gibbons v. Ogden) to show how the Supreme Court expanded the power of the national government and promoted national economic growth during this era. 8. Evaluate the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. 9. Conduct short research to determine the extent to which America's foreign policy (i.e., Tripoli pirates, Louisiana Purchase, War of 1812, and Monroe Doctrine) was influenced by geopolitics and perceived national interest. 10. Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). 11. Draw evidence from informational texts to illustrate the connections among the leadership (e.g., Grimke Sisters, Mott, Stanton, Sojourner Truth, Douglass, Garrison) and ideas of the social reform movements (i.e. abolition, women's rights, and temperance) and their impact in New Jersey and the nation during the Antebellum period
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

Students will analyze primary sources.

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence

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Students will use textual evidence to write essays which will compare perspectives between Washington, Jefferson, and Jackson.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Think-Pair-Share

Academic vocabulary and language

Cooperative learning

Debate

Direct instruction

Current Events

Document based questions

Effective Questioning

Flexible/strategic grouping

Formative/Strategic grouping

Graphic organizers

Homework and practice

Identifying similarities and differences

Resources:

1. [GLSEN Educator Resources](#)
2. [Supporting LGBTQIA Youth Resource List](#)
3. [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
4. [Learning for Justice](#)
5. [Facing History & Ourselves](#)

Required Primary/Secondary Resources:

- Articles of Confederation
- Constitution
- Washington's Farewell Address
- Louisiana Purchase Map
- Monroe Doctrine
- Compromise of 1820
- Ain't I A Woman? ~Sojourner Truth

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Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing	<ul style="list-style-type: none"> ● Autobiography of Frederick Douglass McGraw-Hill - United States History Newsela
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
*Identify an author's position and provide evidence to support this viewpoint in essay form *Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic *Think of a situation that happened to a character in history and a present different outcome. *Use of multiple texts, supplementary materials and computer programs *Independent and small group projects chosen by students based on interest *Student centered activities with the teacher as a guide	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report. *Break some students into reading groups to discuss the assignment. *Use of student created charts and models *Varying sets of reading comprehension questions to answer for a given chapter *Adaptive assessments that get easier or harder depending on how a student is performing. *Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other. *Think, Pair, Share *Excel charts to compile information	*Offer alternate assessments/assignments *Allow auditory learners to listen to audio books. *Visual learners create a graphic organizer of the topic. *Break some students into reading groups to discuss the assignment. *Allow students to read individually if preferred. *Have students define terms with pictures rather than words. *Supply notetaking organizers and peer buddies *Supply highlighted texts & worksheets *Think, Pair, Share *Allow for individual, partner or group work *Carousel activity to review or introduce material *Kahoot to introduce/conclude lessons	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: <ul style="list-style-type: none"> ● breaking assignments into smaller tasks, ● giving directions through several channels (auditory, visual ● kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

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<p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	
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Unit II: Manifest Destiny, Civil War and Reconstruction (1820-1877)

Stage 1: Desired Results

Standards & Indicators:

Era 3. Expansion and Reform (1801–1861)

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

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

The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

CURRICULUM STANDARDS

6.1.12.EconET.2.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

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6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.EconNE.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

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

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

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<p>6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.</p> <p>6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.</p> <p>6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.

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9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	

Central Idea/Enduring Understanding:

- Resources impact what is produced and employment opportunities.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Multiple economic indicators are used to measure the health of an economy.
- Why did people want to move west in the 1800s?
- How did westward migration affect the relationship between the United States and other countries and peoples during this time?
- Tensions between the North and the South were caused by rapid expansion and transformation of the American economy (overarching).
- Physical strife may bring quick resolutions however it may not always be the
- most efficient method for resolving conflict (overarching).
- Although freedom is often touted as the highest attainable human goal, at times leaders must forfeit democratic ideals to maintain order (overarching).

Essential/Guiding Question:

1. What were the causes and effects of the war with Mexico for both the United States and Mexico?
2. Was the Civil war inevitable?
3. Can the nation's union of states be broken?
4. Should war be conducted against both military and civilian populations?
5. How do nations recover from war?
6. What is the significance of Juneteenth?
7. Was Reconstruction a success or a failure?

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<ul style="list-style-type: none"> • Efforts to reunite the country through Reconstruction were contested, resisted, and had long term consequences (topical). • Federal recognition of Juneteenth has been delayed due to misconceptions about the causes and legacy of the Civil War. • Though the intentions of the 14th Amendment are clear in historical context, the general language of it has been open to interpretation and has caused tension between state and federal governments (topical). 	
<p><u>Content:</u></p> <ol style="list-style-type: none"> 1. Manifest Destiny 2. The War with Mexico 3. Discuss major events leading up to the Civil War that increased tensions between the North and South. 4. Evaluate the major results of the Election of 1860 and its effects on the start of the Civil War. 5. Debate the reasons for Southern secession. 6. Compare how prepared the North and South were for the Civil War. 7. Define sectionalism and its impact on politics in the U.S. 8. Explain the role African Americans played during the Civil War and Reconstruction Era. 9. Identify differences between the North and the South during the early and mid 1800s in the following categories: geography and climate, economy, population, and transportation. 10. Explain the chronological logic of the 13th, 14th, and 15th Amendments. 11. Determine the extent to which enacted Reconstruction policies achieved their goals 	<p><u>Skills(Objectives):</u></p> <ol style="list-style-type: none"> 1. Compare and contrast the treatment of the institution of slavery in several primary and secondary sources 2. 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). 3. Construct arguments and hypotheses about how the war with Mexico affected the sectional tensions developing in the United States. 4. Write a narrative account analyzing the differing Northern and Southern views about slavery (e.g., Uncle Tom's Cabin), economic development, states' rights, and other issues that led to succession and the Civil War. 5. Analyze the impact of government actions (i.e., the Fugitive Slave Act, Dred Scott Decision, and Kansas-Nebraska Act) on the growing conflict between the North and South. 6. Assess the role that economics (i.e., industrial production, financial capability, and transportation network) played in enabling the North and South to wage war. 7. Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War. 8. Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South (e.g., agricultural sharecropping, industrial manufacturing). 9. Analyze the impact of population shifts and migration patterns (e.g., African Americans moving north and west) during the Reconstruction period.

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	<ol style="list-style-type: none"> Determine of the meaning of liberty and equality as described in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address). Write an argument analyzing the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans during the late 19th century Compare and contrast the point of view of two or more historians to determine the extent to which enacted Reconstruction policies achieved their goals. Produce clear and coherent writing that explains how political, economic, and social perspectives on Reconstruction led to resistance by some Southern individuals and states (i.e., Freedman's Bureau, Black Codes, KKK, and Jim Crow laws).
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence

-Math: Students will analyze numerical data charts comparing Northern and Southern economies, populations, and military capacity upon entering the Civil War.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

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	Pro-Con Grid Student generated Test Questions Goal Ranking Process Analysis Chain Notes Group Work Evaluations		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing		<u>Resources:</u> <ol style="list-style-type: none">1. GLSEN Educator Resources2. Supporting LGBTQIA Youth Resource List3. Respect Ability: Fighting Stigmas, Advancing Opportunities4. Learning for Justice5. Facing History & Ourselves Required Primary/Secondary Resources: <ul style="list-style-type: none">• Primary/Secondary Perspectives on the Mexican-American War• Compromise of 1850• Uncle Tom’s Cabin• Dred Scott Decision• What To a Slave is the Fourth of July?• Lincoln’s First and Second Inaugural• Emancipation Proclamation• 13th, 14th, 15th Amendments	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
*Identify an author’s position and provide evidence to support this viewpoint in essay form *Create a PowerPoint/Prezi presentation summarizing the	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report. *Break some students into reading groups to discuss the assignment.	*Offer alternate assessments/assignments *Allow auditory learners to listen to audio books. *Visual learners create a graphic organizer of the topic.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: <ul style="list-style-type: none">• breaking assignments into smaller tasks,

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<p>lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<ul style="list-style-type: none"> ● giving directions through several channels (auditory, visual ● kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
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Unit III: The Gilded Age and Progressive Era (1877-1920)

Stage 1: Desired Results

Standards & Indicators:

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

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

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

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

CURRICULUM STANDARDS

6.1.12.HistoryCC.6.a: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.

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

6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

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- 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
- 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a	

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	resolution to a real-world problem.	groups of people.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> There are multiple and complex causes and effects of historical events. The movement of people, goods and ideas causes societies to change over time. Learning about the past helps us understand the present and make decisions about the future. 		<u>Essential/Guiding Question:</u> <ol style="list-style-type: none"> Why would people take the challenge of life in the West? Can politics fix social problems? How was social and economic life different in the early twentieth century from that of the late nineteenth century? How has the cultural identity of the United States changed over time?
<u>Content:</u> <ol style="list-style-type: none"> the various resources that enabled the United States to industrialize quickly. how the spread of railroads changed the nation. how different forms of organization contributed to the rise of large-scale businesses. the reasons that organized labor failed to achieve its major goals. the settlement patterns of immigrants and their influence on American culture. the problems that developed as more people crowded into urban areas. the reasons for and course of the Populist movement and its legacy. the main political and economic issues of the Gilded Age. how the rights of African Americans were eroded after Reconstruction. the nature of the societal problems that progressives hoped to solve. the progressive philosophies of Theodore Roosevelt and William Howard Taft. how Wilson's philosophies differed from those of Roosevelt following categories: geography and climate, economy, population, and transportation. the nature of the societal problems that progressives hoped to solve. the progressive philosophies of Theodore Roosevelt and William Howard Taft. how Wilson's philosophies differed from those of Roosevelt. 		<u>Skills(Objectives):</u> <ol style="list-style-type: none"> Evaluate the causes and effects of Industrial Capitalism. Examine the efforts of Muckrakers (e.g., Upton Sinclair, Ida Tarbell) to expose unfair business practices and political corruption and promote social justice, by citing specific textual evidence attending to such features as the date and origin of the information. Evaluate the effectiveness of Progressive reforms (e.g., Pendleton Civil Reform Act, Meat Inspection Act of 1906, Pure Food and Drug Act of 1906) in preventing unfair business practices and political corruption and in promoting social justice. Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources (e.g., Pinchot, T. Roosevelt, National Park Service) during the period of industrial expansion. Compare and contrast primary and secondary sources describing how Booker T. Washington and W.E.B. Du Bois addressed the issue of African American segregation and discrimination. Explain how the continuation of segregation and discrimination (i.e., Plessy v. Ferguson) and state and local governmental policies, led to creation of African American advocacy organizations (i.e., National Association for the Advancement of Colored People, National Urban League). Analyze the effectiveness of governmental policies and of actions by groups and

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	<p>individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>8. Compare current and historical case studies (1890-1930s) involving child labor or other unfair labor practices in the United States with those of other nations and evaluate the extent to which rapid industrialization contributes to such practices.</p> <p>9. Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p>
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence
 Compare and contrast primary and secondary sources describing Booker T. Washington and W.E.B. Du Bois addressed the issue of African American segregation and discrimination.
 Students will evaluate the impacts of industrialization on the environment and draw comparisons to modern day impacts of industrialization.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes
 Presentations
 Research Projects
 Writing

- Argumentative
- Informative/Explanatory
- Narrative

 Digital Portfolios
 Debates
 Group and Individual Projects
 Small Groups
 Interviews
 Classroom Interaction
 Simulations
 Minute Paper
 One Sentence Summary
 Pro-Con Grid

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	Student generated Test Questions Goal Ranking Process Analysis Chain Notes Group Work Evaluations
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing	<u>Resources:</u> <ol style="list-style-type: none"> 1. GLSEN Educator Resources 2. Supporting LGBTQIA Youth Resource List 3. Respect Ability: Fighting Stigmas, Advancing Opportunities 4. Learning for Justice 5. Facing History & Ourselves Required Primary/Secondary Sources: <ul style="list-style-type: none"> • Biography of John D. Rockefeller • Selections from <i>The Jungle</i> by Upton Sinclair • Autobiography of Booker T Washington • Jacob Riis <i>How the Other Half Lives</i>
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<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
*Identify an author's position and provide evidence to support this viewpoint in essay form *Create a PowerPoint/Prezi presentation summarizing the	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report. *Break some students into reading groups to discuss the assignment.	*Offer alternate assessments/assignments *Allow auditory learners to listen to audio books.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: <ul style="list-style-type: none"> • breaking assignments into smaller tasks,

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<p>lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply note taking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<ul style="list-style-type: none"> ● giving directions through several channels (auditory, visual ● kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
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Unit IV: Imperialism and WWI (1898-1920)

Stage 1: Desired Results

Standards & Indicators:

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

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

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

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

CURRICULUM STANDARDS

6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

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<p>6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).</p> <p>6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	

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9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. • Countries are affected by their relationships with one another. • Cultures are held together by shared beliefs and common practices and values. 		<u>Essential/Guiding Question:</u> <ol style="list-style-type: none"> 1. How are empires built? 2. Why do nations go to war? 3. How was social and economic life different in the early twentieth century from that of the late nineteenth century? 4. How has the cultural identity of the United States changed over time?
<u>Content:</u> <ol style="list-style-type: none"> 1. how the desire for new markets and the need for resources were motivating factors for American imperialism. 2. why the United States attempted to reduce European influence in the Western Hemisphere. 3. the causes of the Spanish-American War. the origins, significance, and consequences of the Open Door policy. 4. how the construction of the Panama Canal, the Roosevelt Corollary, and dollar diplomacy spread U.S. influence to other nations. 5. the imperialistic philosophies of Theodore Roosevelt and William Howard Taft. 6. how Wilson's philosophies differed from those of Roosevelt. following categories: geography and climate, economy, population, and transportation. 7. United States involvement in World War I affected politics, the economy, and geopolitical relations following the war. 8. the major causes of World War I, including militarism, alliances, imperialism, and nationalism. 9. what life was like on the home front for women and minorities. 		<u>Skills(Objectives):</u> <ol style="list-style-type: none"> 1. Write an argument evaluating the extent to which the national interests and foreign policies of Presidents McKinley, T. Roosevelt, Taft, and Wilson adhered to or conflicted with American ideals of freedom and self-determination (i.e., Spanish American War, Roosevelt Corollary to Monroe Doctrine, Panama Canal Dollar Diplomacy (Latin America), Open Door Policy (Asia)). 2. Explain how global competition for land, resources, and trade by the United States, Germany, Russia, France, and Britain led to increased militarism and wars during this time period. 3. Analyze in detail the series of events (i.e., loans to allies, sinking of the Lusitania, German submarine warfare against neutral countries and the Zimmerman telegram) that moved the United States from neutrality regarding WWI to entry into the war. 4. Determine the extent to which text and visual propaganda by the government, the media, and special interest groups used structure and images to shape American public opinion and American foreign policy during World War I. 5. Determine how new technologies altered the nature of World War I and influenced future technological advancement.

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<p>10. the new technology of warfare and its effect on military tactics and casualties.</p> <p>11. how the war affected the economy and how economic factors led to a Red Scare after the war.</p>	<p>6. Compare the point of view of two or more historians regarding their evaluation of the effectiveness of President Wilson's leadership on international issues (i.e., Fourteen Points, Treaty of Versailles and the League of Nations) and note which details they include and emphasize in their respective accounts.</p> <p>7. Analyze the impact (e.g., reparations, loss of land, disarmament) of the Treaty of Versailles and the League of Nations from the perspectives of different countries, citing specific text evidence and using quantitative data.</p>
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence
Compare and contrast the perspectives of imperialists and anti-imperialists using primary source textual evidence.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Jigsaw</p> <p>KWL Charts</p> <p>Reflection and Response</p> <p>Socratic Seminar</p> <p>Think-Pair-Share</p> <p>Academic vocabulary and language</p> <p>Cooperative learning</p> <p>Debate</p> <p>Direct instruction</p> <p>Current Events</p> <p>Document based questions</p> <p>Effective Questioning</p> <p>Flexible/strategic grouping</p> <p>Formative/Strategic grouping</p> <p>Graphic organizers</p> <p>Homework and practice</p> <p>Identifying similarities and differences</p> <p>Integration of content area</p> <p>Lecture</p> <p>Modeling</p> <p>Note Taking</p> <p>Project based learning</p> <p>Reciprocal Teaching</p> <p>Summarizing</p>	<p><u>Resources:</u></p> <ol style="list-style-type: none">1. GLSEN Educator Resources2. Supporting LGBTQIA Youth Resource List3. Respect Ability: Fighting Stigmas, Advancing Opportunities4. Learning for Justice5. Facing History & Ourselves <p>Required Primary/Secondary Sources:</p> <ul style="list-style-type: none">● Roosevelt Corollary● Treaty of Paris 1898● Zimmerman Telegram● Woodrow Wilson 14 Points● Treaty of Versailles		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p> <p>*Identify an author’s position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p>	<p>On Grade Level Students</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p>	<p>Struggling Students</p> <p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p>	<p>Special Needs/ELL</p> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none">● breaking assignments into smaller tasks,● giving directions through several

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<p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply note taking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>channels (auditory, visual</p> <ul style="list-style-type: none"> • kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
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Pacing Guide

Course Name: US History I	Resource	Standards
MP: 1 or 3	McGraw Hill United States History and Geography	
UNIT I (26 days) Colonization and Settlement (1585–1763) Constitution, Early Republic and Reform (1781-1820) The Constitution (6 days) <ul style="list-style-type: none"> ○ The Articles of Confederation ○ The Convention ○ The Constitution Early Republic (6 days) <ul style="list-style-type: none"> ○ Washington ○ Adams ○ Jefferson Growth and Division (6 days) <ul style="list-style-type: none"> ○ War of 1812 ○ Nationalism ○ Industrial Revolution Spirit of Reform (6 days) <ul style="list-style-type: none"> ○ Jackson Era/Native American Policies ○ Reforming Society ○ Abolitionism Review & Assessment (2 days) <ul style="list-style-type: none"> ○ Review ○ Unit I Assessment 	McGraw-Hill: Topic 1 Native American Cultures and the Colonial Period McGraw-Hill: Topic 2 American Revolution Newsela: 13 colonies Newsela: Articles Of Confederation -video McGraw-Hill: Topic 3 US Constitution and Early Republic Newsela: Preamble to the Constitution: Newsela: Branches of Government Newsela: Bill of Rights Primary Source Newsela: Washington's Farewell Address Newsela: Washington and Adams Newsela: Hamilton vs Jefferson McGraw-Hill: Topic 4 Expanding Early America Newsela: Louisiana Purchase: video Newsela: Washington, Adams, Jefferson Newsela: War of 1812 Newsela: Monroe Doctrine Newsela: Jackson Era	Social Studies Standards 6.1.12.CivicsPI.1.a 6.1.12.CivicsPD.1.a 6.1.12.GeoGI.1.a 6.1.12.EconGE.1.a 6.1.12.HistoryCC.1.a 6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a 6.1.12.GeoPP.2.a 6.1.12.GeoPP.2.b 6.1.12.EconEM.2.a 6.1.12.EconEM.2.b 6.1.12.EconEM.2.c 6.1.12.HistoryCC.2.a 6.1.12.HistoryCC.2.b 6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.b 6.1.12.HistoryUP.2.c 6.1.12.HistorySE.2.a 6.1.12.HistoryCA.2.a 6.1.12.CivicsPI.3.a 6.1.12.Civics.PI.3.b 6.1.12.CivicsDP.3.a 6.1.12. CivicsDP.3.b 6.1.12. CivicsDP.3.c 6.1.12.EconET.3.a 6.1.12.EconGE.3.a 6.1.12.EconNE.3.a 6.1.12.HistoryUP.3.b 6.1.12.HistoryCA.3.a 6.1.12.HistoryCA.3.b 6.1.12.HistoryCC.3.a

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	<p>Newsela: Social Reform</p> <p><u>Required Primary and Secondary Sources</u></p> <ul style="list-style-type: none"> • Articles of Confederation • Constitution • Washington's Farewell Address • Louisiana Purchase Map • Monroe Doctrine • Compromise of 1820 • Ain't I A Woman? ~Sojourner Truth <p>Autobiography of Frederick Douglass</p>	
MP: 1 or 3		
<p>UNIT II (24 days) Manifest Destiny, Civil War and Reconstruction (1820-1877)</p> <p>Manifest Destiny (5 days)</p> <ul style="list-style-type: none"> ○ Western Settlement ○ War with Mexico <p>Causes of Civil War (6 days)</p> <ul style="list-style-type: none"> ○ Slavery and Westward Expansion ○ The Union Dissolves <p>Civil War (5 days)</p> <ul style="list-style-type: none"> ○ The opposing sides ○ Major Events ○ The War Ends/Juneteenth <p>Reconstruction (6 days)</p> <ul style="list-style-type: none"> ○ Jim Crow ○ Debates over Reconstruction ○ Republican Rule ○ Failure/End <p>Review & Assessment (2 days)</p> <ul style="list-style-type: none"> ○ Review ○ Unit II Assessment 	<p>McGraw-Hill: Topic 4 Expanding Early America</p> <p>Newsela: Manifest Destiny</p> <p>McGraw-Hill: Topic 5 Sectionalism and the Civil War</p> <p>Newsela: Rise of Slavery in America</p> <p>Newsela: Slavery and Southern States</p> <p>Newsela: Compromise of 1850</p> <p>Newsela: Causes of the Civil War</p> <p>Newsela: Civil War political cartoons</p> <p>Newsela: Juneteenth</p> <p>McGraw-Hill: Topic 5 Reconstruction</p> <p>Newsela: Reconstruction</p> <p>Required Primary/Secondary Sources:</p>	<p><u>Social Studies Standards</u></p> <p>6.1.12.EconET.2.a 6.1.12.HistoryCA.4.a 6.1.12.EconNE.5.a 6.1.12.EconNE.5.b 6.1.12.GeoSV.3.a 6.1.12.HistoryUP.3.a 6.1.12.CivicsDP.4.a 6.1.12.CivicsDP.4.b 6.1.12.CivicsPR.4.a 6.1.12.GeoSV.4.a 6.1.12.GeoPP.4.a 6.1.12.EconET.4.a 6.1.12.EconNE.4.a 6.1.12.HistoryCC.4.a 6.1.12.HistoryUP.4.a 6.1.12.HistoryUP.4.b 6.1.12.HistoryCC.4.b 6.1.12.HistoryCA.4.c</p>

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	<ul style="list-style-type: none"> • Primary/Secondary Perspectives on the Mexican-American War • Compromise of 1850 • Uncle Tom's Cabin • Dred Scott Decision • What To a Slave is the Fourth of July? • Lincoln's First and Second Inaugural • Emancipation Proclamation • 13th, 14th, 15th Amendments 	
MP: 2 or 4		
UNIT III (24 days) The Gilded Age and Progressive Era (1877-1920) Industrialization (8 days) <ul style="list-style-type: none"> ○ Rise of Industry ○ Railroads ○ Big Business ○ Unions Urban America (7 days) <ul style="list-style-type: none"> ○ Immigration, Urbanization ○ Social Darwinism ○ Politics of Gilded Age The Progressive Movement (7 days) <ul style="list-style-type: none"> ○ Roots of Progressivism ○ Roosevelt and Taft ○ Wilson Years Review & Assessment (2 days) <ul style="list-style-type: none"> ○ Review ○ Unit III Assessment 	Newsela: Industrial America: The Gilded Age Newsela: Transcontinental Railroad Newsela: Gilded Age Corruption Newsela: Portraits of Immigrants at Ellis Island Newsela: Social Darwinism and its Effects on the American Mindset Newsela: Interactive Video - Tammany Hall: Controlling New York Politics Newsela: Progressivism Sweeps the Nation Newsela: Teddy Roosevelt's "Square Deal" Newsela: Wilson Profile Required Primary/Secondary Sources: <ul style="list-style-type: none"> • Biography of John D. Rockefeller • Selections from <i>The Jungle</i> by Upton Sinclair • Autobiography of Booker T Washington 	<u>Social Studies Standards</u> 6.1.12.HistoryCC.6.a 6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a 6.1.12.GeoPP.5.a 6.1.12.GeoHE.5.a 6.1.12.EconEM.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b 6.1.12.HistoryCC.5.a 6.1.12.HistoryUP.5.a 6.1.12.HistoryCA.5.a 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a 6.1.12.GeoHE.6.a 6.1.12.EconEM.6.a 6.1.12.EconNE.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.d 6.1.12.HistoryCA.6.a

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	<ul style="list-style-type: none"> Jacob Riis <i>How the Other Half Lives</i> 	
MP: 2 or 4		
UNIT IV (16 days) Imperialism and WWI (1898-1920) Becoming a World Power (Imperialism) (6 days) <ul style="list-style-type: none"> Becoming a world power Alaska/Hawaii Asia (China/Japan/Philippines) Spanish-American War New American Diplomacy WWI (8 days) <ul style="list-style-type: none"> Causes of WWI United States enters WWI The homefront The wars impact Review & Assessment (2 days) <ul style="list-style-type: none"> Review Unit IV Assessment 	Newsela: US/Philippines Relations (1898) Newsela: Annexation of Hawaii Newsela: Open Door Policy Newsela: Spanish-American War Newsela: Roosevelt Corollary and Latin America Newsela: Outbreak of WWI Newsela: WWI as America's First Total War Newsela: WWI at Home Newsela: WWI Isolationism Required Primary/Secondary Sources: <ul style="list-style-type: none"> Roosevelt Corollary Treaty of Paris 1898 Zimmerman Telegram Woodrow Wilson 14 Points Treaty of Versailles 	<u>Social Studies Standards</u> 6.1.12.EconNE.8.a 6.1.12.EconGE.6.a 6.1.12.GeoGM.6.a 6.1.12.HistoryCC.6 6.1.12.CivicsDP.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCC.7.a 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryCA.7.c 6.1.12.HistoryUP.7.a